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EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN THE STATE OF WASHINGTON. FINAL REPORT, PART 1.

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THE SOCIAL AND CULTURAL FACTORS WHICH AFFECT THE EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS, ESPECIALLY THOSE WHO DO NOT EXPECT TO OBTAIN A COLLEGE DEGREE, WERE IDENTIFIED. DATA WERE COLLECTED FROM JUNIORS AND SENIORS OF 28 HIGH SCHOOLS IN THE STATE OF WASHINGTON. THIS DATA CONSISTED OF (1) INFORMATION DRAWN FROM SCHOOL RECORDS, (2) INTERVIEWS WITH STUDENTS, AND (3) QUESTIONNAIRES COMPLETED BY STUDENTS, PARENTS, AND COUNSELORS. MOST OF THE STUDENTS RECOGNIZED THAT EDUCATION WAS IMPORTANT AND, ALTHOUGH THEY DIDN'T HAVE A HIGHLY FAVORABLE ATTITUDE TOWARD VOCATIONAL COURSES, THEY FELT THAT MORE SUCH COURSES SHOULD BE OFFERED BY THE HIGH SCHOOL. EDUCATIONAL ASPIRATIONS WERE HIGH. THREE FOURTHS OF THE STUDENTS EXPECTED TO ATTEND COLLEGE, AND 43.5 PERCENT EXPECTED TO GRADUATE. OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS WERE ALSO HIGH. MORE THAN SIX OUT OF TEN ASPIRED TO ENTER PROFESSIONAL OCCUPATIONS. RELATIVELY FEW STUDENTS ASPIRED TO BE FARMERS, SALES WORKERS, OPERATIVES, OR LABORERS. THE AMOUNT OF UNCERTAINTY FOUND TO EXIST AMONG THESE ADOLESCENTS SUGGESTED A NEED FOR PRESENTING SUFFICIENT SYSTEMATIC INFORMATION ABOUT OCCUPATIONS THROUGH THE CURRICULUM TO PERMIT THEM TO MAKE WELL-INFORMED CHOICES. SAMPLES OF QUESTIONNAIRES AND TABLES OF FINDINGS WERE INCLUDED IN THE APPENDIX. THIS VOLUME REPRESENTS PART 1 OF THE 13-PART FINAL REPORT ON THE VOCATIONAL-TECHNICAL EDUCATION RESEARCH AND DEVELOPMENT PROJECT OF WASHINGTON STATE UNIVERSITY. RELATED VOLUMES ARE ED 010 652 THROUGH ED 010 664. (AH)

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EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN THE STATE OF WASHINGTON

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EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN THE STATE OF WASHINGTON, Final Report Part I.

Project No. ERD-257-65
Contract No. OE-5-85-109
FINAL REPORT
Part 1

Walter L. Slocum
Roy T. Bowles

November 1966

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

This report presents selected data concerning the educational and occupational aspirations and expectations of a sample of boys and girls who were juniors and seniors in Washington high schools in the 1965-66 school year. It also describes the methods used in obtaining and processing the data.

The educational and occupational aspirations aspects of the Vocational-Technical Research and Development Project at Washington State University is focused on the characteristics, values and attitudes and educational and occupational plans of students who do not expect to obtain a college degree. It must be pointed out at the outset, however, that most of the substantive data in this particular report do not pertain specifically to these students. This is the first of a number of reports based on form A of the classroom questionnaire; the data in it were selected primarily for the information of the high school principals, teachers, counselors and others who helped us make the study. Similar data for form B of the classroom questionnaire will be available in the near future and a report will then be prepared for the information of high school principals, teachers, counselors and others who helped us with this part of the study.

BACKGROUND

The function of formal education as occupational preparation is increasingly important. The high school or elementary school drop-out has extremely limited opportunities for employment except in menial and unskilled tasks. Such jobs are rapidly decreasing in number. These facts are well known to most parents of high school students. As a consequence, the majority of adolescents now graduate from high school, although some drop out of school earlier. College enrollments are rising but there is little possibility that the majority of our high school graduates will finish a four-year college course. This does not mean that participation in formal education will necessarily end with high school graduation. There is a growing realization that post-high school training of some type will be important for successful occupational adjustment in the future. At the same time it is doubtful whether many high school students, or parents of high school students, have a clear idea of the types of post-high school training, other than college, that are useful means of acquiring occupational skills.

The increasing importance of formal education as occupational preparation is a consequence of radical changes in the occupational opportunity structure. These changes are in turn, attributable to the rapid adoption of technological and scientific innovations (11). New occupations with more demanding educational requirements are replacing older, simpler occupations. Unskilled manual employment opportunities are rapidly declining in all industries, including agriculture, and the emphasis is shifting instead to skills based on higher levels of scientific knowledge. An increasing proportion of the labor force is involved in skilled manual work or white-collar work. The old middle status of independent farmers and small businessmen is rapidly being replaced by the new middle status of white-collar occupations such as clerks, sales people, technicians, employed managers, and salaried professionals. These new occupations generally require more specific educational training than did the older occupations (1). While these trends affect adult workers whose jobs are being eliminated or radically altered, they are of paramount importance to the career plans of boys and girls who will soon enter the labor force.

Associated with the rapidly changing technology is an awareness that both the welfare of the individual and the stability of the national economy depend on effective occupational performance. The Federal Government's War on Poverty and widespread discussions of the causes and consequences of poverty have focused on the idea that a satisfying and constructive personal and family life is extremely difficult to obtain by those who do not have meaningful and rewarding roles in the productive aspects of the economy. Since the depression of the 1930's, it has been widely recognized that neither a prosperous nor a politically stable society can be maintained unless nearly all adults who wish to earn incomes have occupational skills which permit them to do so.

The nature of the occupational opportunity structure and the importance of effective occupational participation emphasize the importance of educational and occupational planning by adolescents. The young person who does not make adequate occupational plans and who does not get adequate educational preparation will likely find himself following an opportunistic policy--taking whatever job is available and moving whenever opportunity beckons elsewhere. It is unlikely that he will be able to establish a stable occupational career or to acquire the skills necessary to shift easily to new occupations at the same or higher levels as technological changes modify the occupational opportunity structure. Research has revealed that few American men other than professionals, executives, civil service workers, farmers, and skilled craftsmen have had occupational careers which provide either stability or opportunity for upward mobility through a series of graded steps (5, 2, 4, 12).

As technological development continues to accelerate change and make occupations more complex, these hazards are accentuated. Consequently, the growing importance of education as occupational preparation presents a tremendous challenge to the educational system.

One of the most pressing problems at present is the emerging need for the schools to provide vocationally useful education to students who for one reason or another will not graduate from college. These students will eventually enter nonprofessional occupations of various types. At present they are in the majority.

Traditionally many of our schools have been oriented primarily toward the college-bound. In such schools the other students have received little, if any, recognition or encouragement. Many reacted by regarding school as a sort of prison to be left as soon as legally possible.

This definition of the situation by a school may have been defensible in earlier times before educational attainments became crucial in obtaining employment and in occupational success. The consequences of a poor education are now so great, however, that there is no justification for it in contemporary society. Public recognition of the changed situation is reflected in the Vocational Education Act of 1963.

What can be done to provide the necessary vocation-related education and to persuade youngsters who are not academically oriented that they should stay in school and work hard at their studies? Obviously, these questions do not have simple answers. Many different types of studies will be required. In this report, we will present information about our respondents which will be useful in appraising the dimensions of the task.

OBJECTIVES

The principal objective of this aspect of the Vocational-Technical Research and Development Project is to identify social and social-psychological factors associated with different patterns of educational and occupational aspirations and expectations. Phrased in another way, the main objective is to identify the social and cultural factors which affect the educational and occupational plans of high school students, especially those who do not expect to obtain a college degree.

More specifically, as the analysis proceeds, we expect to find at least provisional answers to the following major questions:

1. To what occupations do students aspire and what occupations do they actually expect to have as their life's work?

2. How much and what type of education would students like to get and how much and what type of education do students actually think they will be able to get?

3. How do students who are oriented toward different types of education (technical, business, college) differ from each other?

4. To what extent are the educational and occupational aspirations and expectations of students crystallized? How do students who are crystallized in their decisions differ from those who are not?

5. Among students who are low in academic performance, how do those who aspire to high levels of education and high occupations differ from those who do not have high aspirations?

6. How is the individual's self-image--his self-esteem and his perception of his own abilities and talents--related to his occupational and educational aspirations and expectations?

7. How do family characteristics, family attitudes and values, and adolescent's subjective feelings about his relationship to the other members of his family affect occupational and educational aspirations and expectations?

8. How are educational and occupational aspirations and expectations related to: (1) the prevailing attitudes in the school with regard to vocational-technical training and manual occupations, (2) the composition of the school curriculum, (3) school grades and activities, and (4) the student's attitudes toward school?

9. How do the attitudes and values of peer groups, activities of peer groups, and the status of peer group members affect educational and occupational aspirations and expectations?

10. How are post-high school educational and occupational aspirations and expectations related to socio-economic status and to subjectively sensed status deprivation?

11. Do educational and occupational aspirations and expectations relate to social and economic characteristics of the student's home community, especially to the objective occupational and economic structure of the community?

12. To what extent are educational and occupational aspirations and expectations a product of generalized mobility aspirations or achievement motives?

13. What are the results of a belief on the part of a student that he will not be able to achieve his educational or occupational aspirations?

Answers to these questions will provide much useful knowledge of the methods that students who do not expect to graduate from college plan to use in preparing themselves for occupations. These answers will permit identification of factors associated with low aspirations. They will also yield information about the characteristics of those students who are not planning for preparation which will equip them for effective occupational performance. These answers will have practical value in educational and occupational counseling.

The results of this study should have important implications for the field of vocational education. The study will identify the characteristics of those students who aspire or expect to acquire vocational training. It will show what attitudes high school students and their parents hold toward various aspects of vocational education. And perhaps most important, it may help identify the characteristics of students whose aspirations and expectations are unrealistically high and who need careful vocational counseling to help them select realistic vocational goals.

In addition, this study will contribute to several areas of basic social science research. It will provide information concerning occupational decision making, its nature, and the factors influencing it. It will add to the knowledge of the processes involved in the transition of adolescents to adulthood in American society. That is, it will provide information about the processes by which the occupational role, one of the major adult roles, is acquired. It will also contribute to knowledge in the field of social stratification by increasing the available information about mobility aspirations, their sources, and their consequenses for decisions likely to lead to actual mobility or lack of it.

CONCEPTUAL FRAME OF REFERENCE

The conceptual frame of reference to be used in this study is sociological and social psychological (7). The student is viewed as a person in a decision-making situation. As a person he is a member of several concrete social systems. Within each of these systems he engages in social interaction with other group members. Each social system possesses a fairly distinct subculture, i.e., a set of norms and values. As a person interacts with other members of a given social system he will internalize some of these norms and values. In addition, the members of each social system hold expectations to which he must respond. The direction taken by an individual's decision will, therefore, reflect the norms and values of the groups to which he belongs.

As a result of his experiences, each person develops an image of himself. The image includes: (1) self-esteem, i.e., self-respect and ideas of personal worth; (2) an image of abilities and capacities; and (3) a set of personal goals. Each person evaluates the various possibilities open to him in terms of their anticipated effect on these aspects of his self-image. As a result, the choices he makes will be affected by his self-image.

Each person also possesses attitudes and motives. These are products of his experiences, especially his experiences in the family and other social groups. The attitudes and motives which the person acquires have an impact on his reaction to the different possibilities open to him and hence on the nature of the decision he makes.

Finally, the person exists in an objective economic situation and has objective physical and mental characteristics which place limitations on his capacity to follow some of the alternatives otherwise open to him. He will take these limitations, as he perceives them, into account in making his decision.

METHOD

The subjects for this study were juniors and seniors enrolled in a sample of public high schools in the State of Washington. The data consist of questionnaires completed by students, interviews with students, questionnaires completed by parents, questionnaires completed by counselors, and information drawn from school records. Two forms (A and B) of each instrument were constructed.

A stratified random sample of Washington State high schools was drawn. This sample was divided into two parts (A and B). Form A student questionnaires were administered to all juniors and seniors in the A sample schools; form B questionnaires were administered to all students in the B sample schools. A sub-sample of students who completed each version of the questionnaire was interviewed. Either the mother or the father of each student in the interview sample was mailed a questionnaire. The counselor in each school was asked to complete a brief questionnaire for each student who was interviewed. Information concerning school grades and I. Q. scores was collected from the school records for each student who was interviewed. The table below summarizes the data collected.

SUMMARY OF DATA COLLECTED

	Form A	Form B
Number of Schools Participating	12	14
Student Questionnaires	3117	3678
Student Interviews	631	938
Parent's Questionnaires	441	701
Counselor's Questionnaires	631	938
Grade and I. Q. Records	631	938

Appendix A presents details concerning sample design, relationships with school authorities, procedures followed in administering questionnaires, and interview procedures.

Appendix B includes sample copies of data collection instruments.

RESULTS

In this section we will present data derived from the answers of students to selected questions on form A of the student questionnaire. The principal purpose of this analysis is to provide administrators in the schools where form A instruments were administered with information about the responses of students. Accordingly, we have selected those questions which we thought would be of interest to local school personnel. This discussion is organized under three major headings: Educational Aspirations and Expectations, School Experiences and Attitudes, and Occupational Aspirations and Expectations.

Appendix C contains detailed tables presenting the responses of students to the questions included. Respondents are classified according to sex and grade in school. An overview of the data will be presented here, but the reader will probably be able to find in Appendix C data to answer many other questions. (The principal of each participating school will be provided with two copies of a computer print-out showing how the students in his school responded to the questions discussed in this report.)

EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

Students were asked to indicate their educational aspirations and their educational expectations. Tables C-1, C-2, C-4, and C-5 in Appendix C present detailed tabulations of the responses to these questions. Table 1 shows the highest level of aspirations and expectations. In Table 2, figures have been combined to show the proportion of students who aim for or expect to acquire various types of education.

Nearly all students aspired and expected to graduate from high school and to get some kind of post-high school education. Only 0.2 percent of the respondents either desired or expected to leave high school before graduation. Six and one-half percent wanted to terminate their education with high school graduation and 8.5 percent expected to do so. Data presented in Appendix C show that boys and girls and juniors and seniors are very much alike in their desire to continue their education after high school.

Over three-fourths (77.6 percent) of the respondents aspired to attend college (including junior college) at some time during their educational careers. Nearly as many (75.9 percent) expected to do so. Not all of those who attend college will receive a degree. However, 51.5 percent of the respondents indicated that they wanted to graduate from college and 43.5 percent expected to do so.

One-fifth of the students (21.5 percent) said they would like to pursue graduate or professional studies. Fourteen percent expected to continue their education after receiving a bachelor's degree.

TABLE 1 - HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON STATE, 1965-66.[a]

Educational Level	Aspirations Percent	Expectations Percent
Quit High School	0.2	0.2
Graduate from High School	6.5	8.5
Attend Business-Commercial School	4.7	4.6
Attend Technical-Vocational School	9.9	10.2
Attend Junior College - Business Course	6.3	6.5
Attend Junior College Vocational or Technical Course	6.0	6.9
Attend Junior College - Academic Course	6.0	8.1
Attend College or University	7.8	10.9
Graduate College or University	30.0	29.5
Graduate or Professional School	21.5	14.0
Nursing School	0.3	0.2
Other	0.6	0.5
Number of Respondents	3077	3059
Number of Nonrespondents	23	41

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[a] Based on responses to questions 7 and 9 in form A of the student questionnaire.

TABLE 2 - HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON STATE, 1965-66*

Educational Level	Aspirations Percent	Expectations Percent
Attend College **	77.6	75.9
Attend Junior College	18.3	21.5
Graduate from College - or More	51.5	43.5
Attend Business or Vocational School	14.6	14.8
Take Vocational Training	15.9	17.1
Take Business Training	11.0	11.1

*Data adapted from Table 1. **Includes those who marked attend junior college, attend college or university, graduate from college, attend graduate school.

The relatively high proportions who said that they wished or expected to attend a junior college show that the community college system is very important in Washington. Nearly one-fifth of the students (18.3 percent) expressed a desire to terminate their education with some junior college experience and slightly more than one-fifth (21.5 percent) expected to do so. The figures in Tables C-1 and C- 4 indicate that many other respondents also desired and expected to spend some part of their educational careers in junior colleges. Since students were permitted to check as many categories as they desired, the figures in Tables C-1 and C-2 cannot be combined. A special tabulation of the responses of a subsample of 666 cases showed, however, that 40.2 percent of the students desired and 40.5 percent of the students expected to attend a junior college at some time during their educational careers.

Emphasis on the findings that a large proportion of students are oriented toward college attendance should not be allowed to obscure the fact that the responses indicate that there is a substantial contingent of students who want and expect to get vocational training (in both the technical and the business fields) after leaving high school. Business or vocational school was the highest educational goal of 14.6 percent and the expectation of

14.8 percent of the sample. When technical and business training in the junior colleges is combined with that in non-college institutions, it appears that over one-fourth of the sample chose post-high school vocational education as their highest goal and even more expected this type of education to be their ultimate educational achievement. That is, 15.9 percent of the students aspired to take vocational or technical training and 11.0 percent aspired to business or commercial training. When expectations are considered, 17.1 percent marked vocational or technical training as their highest expectation and 11.1 percent marked business training. When the information in Tables C-1 and C-4 is compared with that in Tables C-2 and C-5, it can be seen that many students desire and expect to acquire business or technical education without terminating their education at this stage.

While the aspirations and expectations reported by students in this study may seem high, they are comparable with results of other studies. Slocum and Garrett found in a study of students enrolled in thirty rural high schools in Washington in 1964 that 75.1 percent of the boys and 65.2 percent of the girls expect to attend college (9). Data collected by the United States Census in October of 1965 indicate that in the West, 72 percent of the students between the ages of 14 and 19 who were enrolled in public schools below the college level expected to attend college (6).

Data indicate that levels of educational expectations are higher now than they were a decade ago. In a study of rural and urban students in the State of Washington conducted in 1954-55, it was discovered that only 37.6 percent of high school seniors planned to attend a college or university the following fall (10).

While educational aspirations and expectations are high for the total sample used in the study, it would be erroneous to conclude that they are homogeneously high for all segments of the population. Table 3 shows the variations in levels of aspirations and by schools. (Schools are not identified by name, because school officials were promised that no information concerning individual schools would be released without the express written permission of superintendents.)

Aspirations to graduate from college or to get more education varied from 19.7 percent in one school to 72.4 percent in another. The pattern of expectations is generally comparable to that of aspirations although the gap between aspirations and expectations is larger in some schools than

TABLE 3 - EDUCATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON, BY SCHOOL[a]

Schools	Levels of Education											
	Grad. College or more		Attend College		Vocational Education		Business Education		High School Only		Total Respondents	
	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.	Asp.	Exp.
	Pct	Pct	Pct	Pct	Pct	Pct	Pct	Pct	Pct	Pct	No.	No.
A	72.4	63.8	14.7	22.2	6.1	7.1	4.7	4.6	2.0	2.2	818	811
B	45.0	37.5	14.3	17.8	20.6	21.8	11.3	11.7	7.1	9.7	643	640
C	47.7	38.3	13.3	21.0	16.2	15.9	13.8	14.0	8.2	10.2	525	522
D	43.6	38.5	15.4	17.5	17.4	16.7	15.6	17.5	8.0	9.8	351	348
E	43.7	37.2	11.5	12.6	20.2	23.6	13.5	13.3	9.9	12.6	311	309
F	46.0	38.0	13.0	19.0	22.0	24.0	8.0	9.0	8.0	8.0	100	100
G	40.6	29.0	11.9	16.0	19.8	21.0	12.9	13.0	10.9	17.0	101	100
H	19.7	14.1	11.3	14.1	32.4	38.1	22.6	17.0	14.1	16.9	71	71
I	29.8	22.5	12.8	18.4	27.7	28.6	21.3	14.3	8.5	16.3	47	49
J	43.6	26.4	20.5	34.2	7.7	7.9	12.8	10.5	12.8	21.1	39	38
K	31.6	21.0	5.3	10.6	39.5	42.1	10.5	10.6	10.5	13.2	38	38
L	60.6	51.6	6.1	18.2	15.1	15.1	12.1	9.1	6.1	6.1	33	33

[a] Based on responses to questions 7 and 9 in form A of the student questionnaire. Percentages may not total 100 because categories "Nursing School" and "Other" are not included.

it is in others. The proportion of students expecting to at least graduate from college varies from a low of 14.1 percent to a high of 63.8 percent. The desire to go to college but quit before receiving a degree ranges from 5.3 percent to 20.5 percent. The expectation of doing this ranges from 10.6 percent to 34.2 percent. (Apparently many of those who want, but do not expect to receive a bachelor's degree, do expect to attend college.)

The popularity of vocational or technical education also varied greatly from one community to another. Aspirations for this type of training ranged from 6.1 percent to 39.5 percent. Expectations ranged from 7.1 percent to 42.1 percent. The desire to receive a business or commercial education ranged from 4.7 percent to 22.6 percent. The expectation to do so varied from 4.6 percent to 17.5 percent.

Only 2.0 percent of the students in one school desired to terminate their education with high school. In another school 14.1 percent desired to do so. Expectations for terminating education with high school ranged from 2.2 percent to 21.1 percent. In other words, students in one school were ten times as likely as those in another to think that they would get no further education after high school.

These differences between schools suggest that educational orientations of students and their families may vary greatly from one community to another. This variation is not a simple product of school size; the smallest school is second highest in proportion of students aspiring to attend college. This information is, of course, not new but it should remind the person who contemplates the introduction of a new program into a school that he will need specific information about the aspirations and expectations of students in that school.

Choosing an educational goal is a complex process involving doubt and constant reexamination for many students. Table C-3 reports answers to the question, "How certain are you that this is what you want to do about your future education?" Less than one-tenth of the students said that they were not at all sure. Therefore, uncertainty does not seem to be rampant. On the other hand, only 40.3 percent of the students reported that they were very sure. Apparently the majority of students were still in the process of making their choice of an educational goal. As would be expected, seniors were more likely than juniors to feel that they were certain of their educational choice.

Table C-6 reports responses to a question concerning certainty of educational expectations. A comparison of Tables C-3 and C-6 indicates that students are more likely to be certain of their goals than they are of their plans. (Only 31.7 percent were very sure that they would actually attain the highest level of education they expected.)

Students were asked how much thought they had given to their future educational needs and plans. The importance of educational decisions in the subjective life of a contemporary Washington adolescent is seen in the fact that very few students (only 4.2 percent) reported that they had given no thought or very little thought to their educational plans. Nearly half of the students reported that they had given a great deal of thought to this subject. Not surprisingly, seniors were more likely than juniors to report that they had given a great deal of thought to their educational plans. Girls were more likely then boys to have expressed great concern with this problem.

SCHOOL EXPERIENCES AND ATTITUDES

Students were asked several questions concerning their experiences in school and their attitudes toward school. Selected information drawn from their responses to these questions will be presented below.

School Grades

On the basis of self-reported grades, it appears that the great bulk of the students were doing satisfactory work. Only 3.9 percent reported receiving mostly D's or mostly D's and F's on their last report cards. High grades (defined as mostly A's or mostly A's and B's) were reported by a fourth of the students. More of the girls (31.5 percent) than of the boys (19.1 percent) reported high grades; this finding is consistent with previous studies conducted in the State of Washington by the Department of Rural Sociology at Washington State University.

Participation in Organized Activities

Students were asked to indicate the extent of their participation in organized activities of various types. Except for church youth groups, all of the organized activities listed are normally sponsored by the schools. The percentages of those responding who indicated that they were either "very active" or "quite active" in various activities are presented in Table 4.

TABLE 4 - PARTICIPATION IN ORGANIZED ACTIVITIES[a]

Activities	Proportion "Very Active" or "Quite Active"[b]				
	Boys		Girls		Total
	Juniors	Seniors	Juniors	Seniors	
Athletics	53.7	53.2	41.4	34.1	46.1
Music	19.9	20.0	33.5	29.8	25.8
Dramatics	5.1	8.5	16.8	12.3	10.7
Debate	4.2	5.7	5.1	3.7	4.7
School Paper or Annual	7.0	9.0	15.0	18.1	12.2
Student Government	15.1	25.3	19.8	25.4	21.2
FFA or FHA	4.6	3.6	3.5	2.8	3.7
Hobby Clubs	13.2	14.4	13.6	15.3	14.1
Pep Club or Pep Rallies	35.8	30.1	63.5	58.0	47.4
Church Youth Groups	30.7	29.8	50.7	48.4	40.0
Hi-Y or Tri-Hi-Y	7.0	7.2	15.7	18.1	11.8

[a] Based on responses to question 18 in form A of the student questionnaire.

[b] Percentages are based on responses of students who reported the extent of participation in each activity listed.

Athletics headed the list for boys, followed by participation in church youth groups for the senior boys and by pep club or pep rallies for the junior boys. A fourth of the senior boys and 15.1 percent of the junior boys participated actively in student government. A fifth of the boys were active in organized musical activities. Organized activities which were participated in on an active basis by less than 10 percent of the boys include dramatics, debate, school paper or annual, Hi-Y or Tri-Y, and Future Farmers of America.

Among the girls, active participation in pep club or pep rallies occupied the leading position, followed by church youth groups, athletics and music. A fourth of the senior girls and almost a fifth of the junior girls were active in student government. Other organized activities in which 10 percent or more of the girls were active included dramatics, school paper or annual, hobby clubs and Hi-Y or Tri-Y. The only organized activities listed in which less than 5 percent of the girls were active were debate and Future Homemakers of America. (Since the percentages above are based on responses of students who reported the extent of participation in each activity listed, the extent of participation may be overstated. It is quite possible that students who did not participate in a particular activity may have been more likely to leave the question unanswered.)

We asked the students, "Are there any activities you would like to take part in that you aren't now participating in?" In response to this question, a substantial number of students indicated that they did have such desires. We did not attempt to discover why these students are not active in existing programs of organized activities, nor do we have any specific suggestions concerning possible action by the schools to meet the apparent unmet demand.

[illegible] proportion reporting a desire to participate in specified activities were as follows: school paper or annual, 28.1 percent; student government, 26.8 percent; athletics, 20 percent; dramatics, 18.1 percent; music, 16.3 percent; hobby club, 12.4 percent; debate, 12.1 percent; pep club or rallies, 8.5 percent; Hi-Y or Tri-Hi-Y, 6.6 percent; FFA or FHA, 2.7 percent. Eight percent indicated a desire to participate in church youth groups. Only 21 percent failed to list at least one desired additional organized activity.

School administrators in the individual schools participating in the study will be provided with information concerning the apparent unmet demand for specific types of organized activities in their schools for such consideration as they may wish to give to it.

School Subjects Liked Best

Table C-15 shows the responses which students gave to the question, "What school subjects do you like best?" Students were permitted to mark more than one subject. Very few students (0.6 percent) manifested total alienation from school by stating that they like no school subjects. (In this connection we should recognize, however, that most of the completely alienated students leave school prior to the junior year of high school.) The six most popular subjects, in order of popularity are: history, physical education, English, art and music, biology, algebra. Four of these subjects are "solids." These data do not support the popular stereotype of the student as one who likes only easy subjects. Physics and chemistry appear at the bottom of the list. As would be expected, boys are more likely than girls to be interested in mathematics, physical sciences, shop, and agriculture. Girls are more likely than boys to like humanities courses, business, and home economics.

Vocational Training Students Think Should Be Available

Students were asked what types of vocational education they thought should be available in high school. Responses (see Table C-16) indicate that a large proportion of the students appreciate vocational courses in high school. The courses which received the most support are the most likely to result in marketable skills, namely, business training (64.3 percent) and training in skilled trades (58.5 percent). Differences between the patterns of responses of girls and boys suggest that students are most likely to be interested in courses which could be of direct benefit to them, but the large number of students endorsing vocational couses indicates that many students take a broader view.

Nearly half of the sample (45.9 percent) marked the response, "A course in careers so that I would know what is involved in various jobs." This seems to indicate that many students feel that they do not have adequate knowledge about occupations and feel that they could benefit from a systematic presentation of more information about the occupational world.

As would be expected, the demand for various types of vocational education varies from school to school. An examination of Table 5 makes this very clear. Only 8.2 percent of the students in one school thought that vocational agriculture should be offered, 62.5 percent of those in another school thought that it should. The range of the proportion thinking that each course sould be available is as follows: home economics, 35.1 percent

TABLE 5 - VOCATIONAL TRAINING STUDENTS THINK SHOULD BE AVAILABLE, BY SCHOOL[a]

Courses	Percent in Each School											
	A	B	C	D	E	F	G	H	I	J	K	L
Agriculture	8.2	16.1	12.7	31.2	40.1	21.6	53.6	62.5	22.4	29.7	26.5	44.1
Home Economics	55.4	50.8	40.7	42.4	48.0	37.3	55.7	59.7	51.0	35.1	41.2	55.9
Business Training	73.3	64.0	59.5	61.7	68.5	45.1	56.7	65.3	59.2	32.4	50.0	55.9
Industrial Arts	39.5	38.3	37.8	43.0	40.4	40.2	42.3	23.6	28.6	18.9	29.4	70.6
Skilled Trades	51.8	67.5	52.8	60.8	68.9	59.8	57.7	55.6	57.1	29.7	52.9	67.6
Trades for Girls	26.8	39.8	29.4	31.2	38.1	29.4	37.1	41.7	30.6	32.4	26.5	20.6
Course in Careers	48.3	41.2	47.0	45.4	41.7	54.9	49.5	50.0	57.1	56.8	32.4	35.3
Vocational Counseling	49.7	44.6	51.3	53.1	47.4	52.9	46.4	36.1	38.8	54.1	50.0	29.4
None	3.7	1.0	1.2	1.8	1.0	1.0	2.1	0.0	0.0	5.4	2.9	0.0
Number of Respondents	801	616	511	337	302	102	97	72	49	37	34	34
Number of Nonrespondents	22	34	17	14	10	0	5	0	0	2	4	0

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[a] Based on responses to question 14 in form A of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

to 59.7 percent; business training, 32.4 percent to 73.3 percent; industrial arts, 23.6 percent to 70.6 percent; training is skilled jobs, 29.7 percent to 68.9 percent; trades for girls, 20.6 percent to 41.7 percent; a course in careers, 32.4 percent to 57.1 percent; counseling, 29.4 percent to 54.1 percent.

The level of demand for a given vocational subject in a school probably reflects the student's perception of the benefit that that subject would be to him. This would, in part, reflect the occupational structure of the community and the attitudes of parents. The presence of a good and popular program could, however, create its own demand. Students in a school where a certain course is not offered may have failed to check that course because they were not aware of the benefits that they could derive from it.

Attitudes Toward Vocational Education

Students were asked to respond to a series of statements relevant to vocational education in the high school curriculum by indicating the proportion of the students in their school who held the attitude described in each statement. The responses appear in Tables C-17 through C-25.

An examination of these tables suggests that although vocational education was not ranked very high by most students, few students would exclude such courses from the curriculum. A substantial minority felt that their high school should concentrate more on vocational education than it currently does.

We were interested in learning the extent to which schools differ in the cultural definition of vocational education which is present among the students. Data relevant to this question are presented in Table 6.

Schools do differ in respect to the proportions of students having attitudes favorable or unfavorable to vocational education in the curriculum. This is indicated most clearly by the responses of students in two schools to the first four statements. The largest school (823 students) was lowest in the proportion of students feeling that the high school curriculum should be more closely related to specific jobs, lowest in proportion feeling that there should be more emphasis on vocational and technical courses, and lowest in proportion feeling that high school should concentrate more on skills useful in jobs. It was highest in the proportion saying that every student should try to go to college. The school with 312 student respondents was highest on the first three questions and lowest on the fourth.

TABLE 6 - PERCEIVED ATTITUDES OF STUDENTS TOWARD VOCATIONAL EDUCATION IN THE HIGH SCHOOL CURRICULUM, BY SCHOOL[a]

Statements	Percent saying "All of Them" or "Most of Them" Agree											
	A	B	C	D	E	F	G	H	I	J	K	L
The high school curriculum should be more directly related to specific jobs.	12.8	20.5	19.0	22.8	31.9	22.7	23.2	26.1	17.0	22.6	23.5	21.8
There should be more emphasis on vocational and technical courses and less on college preparation.	7.5	14.5	13.4	15.6	22.8	15.3	9.9	11.9	12.8	8.1	19.4	9.4
High school should do more to provide students with skills useful in jobs and should not worry so much about college preparation.	11.2	16.3	13.2	16.8	27.8	17.4	12.6	20.9	23.9	10.8	31.4	12.5
Every student should try to go to college. If he can't make it there he can always get an ordinary job.	68.6	45.0	49.2	49.2	33.4	39.8	41.1	34.4	41.3	35.1	36.1	35.1
Courses like welding and wood working have no place in today's high school.	8.7	2.4	5.8	2.6	5.1	9.2	6.6	4.5	2.1	10.8	0.0	6.0
Students enrolled in vocational courses generally don't have the ability to master college preparatory courses.	27.9	23.8	20.8	20.7	19.0	21.4	8.9	23.9	12.8	6.1	8.8	24.2
Business courses like typing and shorthand are as important for girls as are college preparatory courses.	61.4	64.9	64.1	67.3	66.3	62.2	59.1	77.3	70.2	56.7	75.8	59.4
Shop courses are good preparation for the kind of work many students will be doing.	42.7	60.8	47.3	50.0	40.5	42.9	49.4	62.7	38.3	32.4	47.0	58.1
In modern society the skilled craftsman is as important as the scientist or professional.	38.1	53.0	41.5	47.8	47.0	49.0	41.1	46.2	31.9	43.2	60.6	37.5
Number of students participating in study.	823	650	528	351	312	102	102	72	49	39	38	34

[a] Based on responses to question 62 in form A of the student questionnaire.

Attitudes Toward School

Students were asked to respond ("agree," "neither agree nor disagree," or "disagree") to a series of statements depicting attitudes toward various aspects of school. The statements (presented in order of the proportion agreeing) and the percent agreeing with each are presented below:

Statements	Percent
Education is important in preparing for a job	95.5
I appreciate the opportunity to learn more	76.9
Most of my teachers are very helpful	65.9
I like school very much	42.4
I often watch TV instead of doing homework	40.8
Classes are boring so I watch the clock	30.3
I enjoy lunch time most	21.6
Teachers are most helpful to good students	18.7
School is difficult for me	16.2
I would rather read than go to a movie	15.4
High school is 'serving time' until I get out and go to work	10.8
The most important aspect of school is the diploma	6.8

Nearly all students feel that education is important in preparing for a job. Most students displayed positive feelings about school by agreeing that they appreciate the opportunity which school provides them to learn and that their teachers are helpful. Less than half of the students agreed with the statement "I like school very much," but only 8.9 percent disagreed with it. Nearly one-third of the students indicated that they find classes boring. A minority of the students revealed some alienation from school by saying that lunch time is the most pleasant part of the day, and that teachers show favoritism to the best students. Only a very few students felt that the diploma is the most important thing that one gets from school. Most of today's high school students recognize the importance of education and apparently derive some satisfaction from it. Only a minority appear to be alienated from school, but this minority is large enough numerically to be the subject of serious concern.

OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS

To ascertain occupational aspirations and expectations, students were asked, "What occupation would you most like to have as your career if you could do whatever you chose?" They were also asked, "What occupation do you really expect to have as your life's work?" Responses to these questions, classified according to the census categories and shown separately for boys and girls and juniors and seniors, are presented in Tables C-8 and C-9. In Table 7 responses of the students are compared to the actual occupational distributions of the labor force in Washington and in the United States. (It should be noted that a large number of students did not respond to the questions on occupational aspirations and expectations. Eight and one-half percent of the total sample, and 11.5 percent of the boys, did not specify an occupational aspiration. Nineteen percent of the total sample, and 28.4 percent of the boys, did not answer the question on expectations. Since percentages in Table 7 are based on the number of respondents, they can be used to make generalizations about only those students who have specified occupational aspirations and expectations. The patterns might be quite different if those not answering were placed in the categories they will eventually select.)

Among the respondents, professional occupations were desired by 62.8 percent and 43.1 percent said that they expected to be professionals. The reduction was due principally to the expectations of many girls that said they will be housewives; fifty-seven percent of the boys who provided information said they expected to be professionals. (As noted in footnote C of Table 7, housewives have been classified as private household workers. The occupational expectations of girls will be described in greater detail later.)

The occupational aspirations and expectations of students who participated in this study differed relatively little from those of students who participated in the 1964-65 study of students in rural high schools. Slightly fewer students in that study desired or expected to be professionals. Fewer of the boys desired or expected to be managers. More of the boys desired and expected to be farmers and craftsmen. Fewer of the girls listed professional occupations as their aspirations, more listed housewife, and more listed clerical work (9).

Viewed over a longer time perspective, there appears to have been a considerable increase in preferences for professional occupations. A much smaller proportion (37 percent) of the 1954-55 Washington high school seniors aspired to enter professional occupations (10).

TABLE 7 - OCCUPATIONAL ASPIRATIONS AND EXPECTATIONS OF HIGH SCHOOL JUNIORS AND SENIORS IN WASHINGTON COMPARED TO OCCUPATIONAL DISTRIBUTION OF THE WASHINGTON[a] AND UNITED STATES[b] POPULATIONS

Occupational Categories	Aspirations Percent	Expectations Percent	Washington[a] Percent	United States[b] Percent
Professional	62.8	43.1	13.0	11.2
Farm Owners and Managers	1.0	0.8	3.0	3.9
Managers, Officials and Proprietors	6.2	5.2	9.7	8.4
Clerical Workers	8.3	8.8	14.6	14.4
Sales Workers	2.5	1.9	7.5	7.2
Craftsmen	6.9	8.7	14.8	13.5
Operatives	0.7	1.3	14.1	18.4
Service Workers:			11.3	11.1
Private Household[c]	1.5	22.7		
Other Service	9.3	6.0		
Farm Laborers and Foremen	0.0	0.0	2.7	2.2
Laborers, except Farm and Mine	0.6	1.5	5.9	4.8
Occupation Not Reported			3.4	4.9
Total Number of Respondents	2835	2508	1,001,909	64,639,247
Nonrespondents:				
Number	265	592		
Percent of Total Cases	8.5	19.1		

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[a] United States Census of Population, 1960, Washington, Detailed Characteristics, Table 120.

[b] United States Census of Population, 1960, United States Summary, General Social and Economic Characteristics, Table 89.

[c] The occupation of housewife is included in this category. It would not be included in the census category of employed persons.

There were substantial differences among the schools included in the study. For example, the proportion of respondents aspiring to professional or technical occupations ranged from 48.9 percent to 70 percent and the proportions expecting to enter such occupations ranged from 18.6 percent to 47.5 percent. The proportions aspiring to be craftsmen ranged from 2.1 percent to 17.6 percent while the proportions expecting to be craftsmen ranged from 3.6 percent to 19.7 percent. Details are presented in Appendix Tables C-52 and C-53. These differences do not appear to be primarily due to size of school, but rather to other factors, including the socio-economic status and occupational composition of the community.

There were, as expected, differences between the occupational aspirations of girls and those of boys. Girls were less likely to be uncertain about their occupational goals or expectations. Only 5.5 percent of the girls, as opposed to 11.5 percent of the boys, failed to answer the question on aspirations. The proportion of girls not answering the question on expectations was only one-third as large (9.6 percent compared to 28.4 percent) as the proportion of boys failing to answer the same question. Girls were more likely than boys to say they aspired or expected to enter clerical and service occupations. Boys were more likely than girls to say they aspired or expected to enter managerial occupations or crafts.

Homemaking and Work Plans of Girls

During the past generation there has been a marked increase in the number of women working outside the home. In order to determine the role which high school girls expect work to play in their lives, the researchers asked girls answering the questionnaire to mark one of a group of categories which combined work and homemaking in various ways. Results are presented in Table C-11.

Only 3.8 percent of the girls indicated that they did not want to marry. Nearly three-fourths of the girls (72.7 percent) said that homemaking would be their major interest. Marriage and family life are apparently strong values for teenage girls. However, few girls feel that they will want to spend all of their lives at home. Only 12.1 percent said that they would not want to work at all after marriage. Girls were more likely to see themselves combining family life with occasional or part-time work than they were to think of any other combination. The most popular single combination (43.5 percent) was homemaking with occasional or part-time work. However if we add the responses to the last four categories in Table C-11, we find that 44.4 percent of the girls indicated that they would like to work much of the time.

Further information concerning the extent to which girls plan to participate in work outside the home can be found in Tables C-9 and C-10. Girls who had said that they expected to be housewives were asked whether they expected to have another occupation and if so what it was. About 40 percent of the girls listed housewife as their occupational expectation. Two-thirds of these girls said that they expected to have an occupation other than housewife. Thus only 13.3 percent of the girls who responded to the question on occupational expectations failed to indicate an expectation of participation in some occupation other than or in addition to that of housewife.

These data indicate that most Washington girls now nearing the age for marriage and/or entry into the labor force feel that work outside the home will play a major role in their lives.

Plans for Occupational Preparation

Once a student has selected an occupation he must formulate some plan for gaining entry into it. To gather information relevant to the question of how students conceptualized the problem of preparing for an occupation, the researchers included a question which asked students what they think they must do to prepare themselves for work. The results appear in Table C-12. Five percent of the students indicated that they had never thought of the problem, 1.9 percent felt that the job of their choice would require no special preparation, and 2.5 percent said they would wait until they found a job before worrying about preparation. Just over half of the respondents thought that their task would be to select a specific occupation and prepare for it. One-third of the respondents indicated a belief that they could postpone choice of a specific occupation while acquiring skills that would be useful in several jobs.

Occupational Plans and Mobility Expectations

Choice of an occupation affects and can be affected by choice of a place of residence. How do high school students, living in an era where geographic mobility is common, perceive the relationship between occupation and mobility and how do they feel about moving from their home community? Only about one-fourth of the students believed that they would be able to find the kind of a job they want and live the way they would like to live in the home community (see Table C-14). Nearly 40 percent indicated that they thought they would have to move to achieve these goals. Most students did not appear to be disturbed by the prospect of moving from their home community (see Table C-13). Over forty percent said they would prefer to leave; another 28.7 percent did not care whether they would stay or leave; only 25.0 percent expressed a preference to stay; and a mere 3.5 percent said that they definitely want to stay.

DISCUSSION

Although we have not presented evidence to substantiate this view, it seems highly probable to the investigators that the high levels of educational and occupational aspirations and expectations revealed by these data reflect the hopes and expectations of parents as well as those of the students themselves. These, in turn, rest upon their perceptions of the occupational opportunity structure including educational requirements for occupational competition.

Granting that only a fourth of the respondents appeared to be primarily oriented to vocational-technical education, a much larger proportion indicated a desire to take some vocational education during their careers. An even larger number felt that high schools should offer vocational training of various types. In addition, it is evident from the responses that most students who expect to graduate from college feel this way. We do not know why this should be so, but it is possible that some of the college-bound wish to gain skills which they can use to earn their way through college. Perhaps some see the skills they will acquire as useful or enjoyable in their personal lives, apart from their occupational value.

A few comments should be made about the meaning and consequences of educational aspirations and expectations. The differences indicate that not all students expect to attain the goals they would like to attain. Experience also shows that many students who expect to get certain types of education will not do so. Responses to questions concerning certainty of decisions indicate that students themselves recognize that achievement of their goals is problematic. Nevertheless aspirations and expectations will influence the behavior of individuals. The student who expects to attend college or vocational school, for example, will probably plan his high school curriculum to make this possible. Interestingly, the findings of a 1962 nation-wide study conducted by the University of Pittsburgh show that of those students who indicated that they planned to attend college, 92 percent of the boys and 78 percent of the girls actually did so (3).

We noted earlier that a higher proportion were sure that they knew what further education they wanted than were sure that they would be able to get the education they planned to obtain. This may reflect a tendency of students to make plans conditional upon their success at each stage or it may indicate that some students who do not think that they can achieve that which they wish to achieve are unable to settle on an alternate goal.

Given the high occupational goals reflected in the percent of students who aspire or expect to enter the professions, it is somewhat anomalous that the proportion of students aspiring or expecting to enter the managerial ranks is less than the proportion of employed persons in this category. Perhaps some students who aspire to be managers phrased their answers in such a way that this fact could not be recognized. But it is also possible that managerial occupations are not as attractive to today's youth as are other high level occupations.

Very few students desired or expected to become farmers. This suggests that many are aware that the proportion of farmers in the labor force is decreasing, and there are relatively few attractive career opportunities on farms.

The fact that many students (especially boys) failed to name a specific desired or expected occupation suggests that many students leave high school without knowing what they want to do for a living and, even more, leave without knowing what they will actually do. Their uncertainty may be due in part to inadequate information coupled with half-truths about the probable impact of automation on unskilled and semiskilled occupations which in the past have been the predominant entry occupations for young people.

The finding that fewer girls than boys appeared uncertain about their occupational plans may reflect the fact that the choice of an occupation is less problematic for girls since nearly all will be homemakers (though many will have other jobs too). Girls are only a little less likely than boys to aspire to professional occupations but much less likely to expect to enter them. This difference should not be interpreted as showing a greater tendency for girls to scale down their expectations. Most of the shift results from the fact that many girls indicated professional occupations as aspirations but housewife (classified with private household workers) on expectations. Girls who said that they expected to be housewives were asked whether they expected to have some other occupation in addition, and if so, what. Half of those who responded to this question listed a professional occupation. The drop between girls' aspirations and their expectations may not be as great as it first appears. (Girls are more likely than boys to aspire or expect to enter clerical and service occupations. Boys are more likely than girls to aspire and expect to enter managerial occupations and crafts.)

We observed that there were substantial differences among the schools in our sample in respect to students' evaluations of vocational education. There were also differences among schools in the proportion of students aspiring and expecting to obtain each of the various kinds of education and enter each of the various occupational fields. The list of possible reasons for these differences includes the socio-economic status of students' families, family and community values, the occupational structure of the community, and the attitudes of teachers and administrators toward vocational education. It is also probable that differences in student culture have an effect on the educational and occupational planning of students. If students who are equal in other respects are compared, we suspect that those in schools where many students hold negative attitudes toward vocational courses are less likely to be oriented toward vocational education (and the jobs for which it prepares) than are those in schools where few students hold negative attitudes toward vocational education.

CONCLUSIONS AND IMPLICATIONS

CONCLUSIONS

The results described above indicate that juniors and seniors in Washington high schools have very high levels of educational aspirations and expectations. Most of them apparently like school quite well and appear to be convinced that further education beyond high school is desirable.

Even though the great majority indicated a preference for a college education and a professional occupation, a substantial minority, nearly one fourth, appeared eager for further vocational-technical education.

Occupational aspirations and expectations were also found to be high. About six out of ten students aspired to enter professional occupations. More than four out of ten students expect to enter professions.

IMPLICATIONS

We found that very few students in our sample aspired or expected to become sales workers, operatives, or laborers. The proportion of respondents who aspired or expected to be clerical workers or craftsmen was also much smaller than the proportion of these occupations in the labor force. If the occupational structure does not change drastically, many students who neither desire nor expect to enter a blue-collar occupation or a lower-level white-collar occupation will actually do so.

More than six out of ten respondents aspired to professional or technical occupations. Even though there is a substantial drop between aspirations and expectations, the proportion of students expecting to be in the professional and technical occupations is nearly four times as large as the percent of United States labor force in this category and more than three times as great as the percent of the Washington State labor force in these occupations. Furthermore, as we have already noted, much of the drop between aspirations and expectations is accounted for by the fact that many girls who aspired to a professional occupation expect to be housewives.

If the structure of the existing labor force is used as a criterion, it appears that the desires and expectations of many young people are unrealistically high. At the same time, it should be recognized that the occupational structure is likely to be greatly modified in the future so that there may be need for many more professionals than in the past.

Today's high school students have apparently accepted the models of success promulgated by society. These high levels of aspirations and expectations are, no doubt, functional for society in that they motivate a large number of young people to strive for positions which are important to the economy. We have yet to learn the consequences of filling many of the lower paid and less prestigeful occupations with people who were frustrated in their pursuit of higher occupational goals.

American educators and public leaders have, especially since the beginning of the space race, been attempting to motivate students to continue their education after high school. Data presented in this report indicates that this campaign has been successful. Educators and public leaders must now deal with the consequences of this success. Unless post-high school educational facilities are greatly increased, many students who wish to continue their education will be unable to find openings. The families of many students who aspire to college or other types of education will not have the resources to pay for it. Unless these problems can be overcome, many students will experience frustration and the society will not achieve the gains in skilled personnel and educated citizens which it otherwise might.

It appears that a counseling problem has been created by the high levels of aspirations. Many students may be aspiring or expecting to complete education for which they do not have the intellectual capability. Counselors are thereby presented with a great challenge in helping students assess their own abilities and select realistic goals without suffering a damaging loss of self-esteem in a society which emphasizes the importance of upward mobility and success.

Finally, since the majority of students apparently feel that it is important to make a fairly specific occupational choice before starting their training, it would seem wise to present sufficient information about occupations to permit well informed choices. This might well be done systematically through the curriculum.

SUMMARY

This is a report of the Educational and Occupational Aspirations Study conducted as a part of the Vocational-Technical Education Research and Development Project at Washington State University. The principal objective of this study is to identify the social and social-psychological factors associated with different patterns of educational and occupational aspirations. Special emphasis is placed on the characteristics, values, attitudes, educational plans, and occupational plans of those students who do not expect to graduate from college. The results of this study should have important implications for the field of education.

The data for this study consist of information about 6795 juniors and seniors enrolled in a stratified random sample of twenty-six high schools in Washington State. Data were collected by means of questionnaires completed by all students, interviews with a sub-sample of students, questionnaires completed by parents of the sub-sample of students, questionnaires completed by counselors, and information from school records.

The substantive data presented in this report consist of an analysis of the responses of 3100 students to selected questions in form A of the student questionnaire. The principal purpose of this analysis was to provide personnel in the schools where form A instruments were used with information about students' aspirations, expectations, and attitudes. The highlights of the findings are presented in the following paragraphs.

Educational aspirations and expectations were both relatively high but aspirations were slightly higher than expectations. Nearly one hundred percent of the students expected to complete high school. Over ninety percent expected to get some post-high school education. Three-fourths of the students expected to attend college (including junior college) and 43.5 percent expected to graduate from college. Fourteen percent of the students expected to attend graduate or professional school. When vocational-technical and business training offered in junior colleges is combined with that offered in other schools, we find that over one-fourth of the students expected to complete their education with this type of training.

Nearly all of the students expressed a desire to have vocational courses in the high school curriculum. The courses receiving most support were those most likely to result in marketable skills. Nearly half of the sample felt that high schools should offer a course providing information about different careers.

Students were asked about their attitudes toward vocational education in the high school curriculum and toward school itself. While vocational education is not ranked high by most students, few students would exclude vocational education courses from the high school. Even those who expect to obtain advanced college degrees appear to believe that vocational courses are valuable.

Most of today's high school students recognize the importance of education and derive some satisfaction from school. A small proportion of the students appear to be alienated from school; in this connection it should, of course, be noted that most of the alienated drop out prior to the last two years of high school.

Occupational aspirations and expectations were high. More than six out of ten respondents aspired to enter professional occupations. Relatively few students aspired to be farmers, sales workers, operatives, or laborers. The proportion expecting to be craftsmen or clerical workers was smaller than the proportion of the labor force currently in these categories.

Uncertainty about the future is reflected in the failure of 28.4 percent of the boys to name the occupation they expected to have as their life's work.

Comparison of responses revealed a considerable amount of difference between schools in student's evaluation of vocational education courses, in the proportion of students aspiring or expecting to attain different types of education, and in the proportion of students aspiring or expecting to enter different occupations.

The data suggest that most high school students have accepted the values of educational and occupational achievement promulgated bv the society. Most students expect that they will be able to achieve their educational goals. If they are to be enabled to do so, the facilities and faculties of community colleges and other institutions of higher learning must be enlarged.

Unless employment in professional and technical occupations expands greatly in the future, a substantial proportion of Washington high school students will be unable to achieve their high career goals even though they manage to obtain the type and amount of education desired.

The amount of uncertainty found to exist among these adolescents suggests a need for presenting sufficient systematic information about occupations through the curriculum to permit them to make well-informed choices.

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APPENDIX A:
METHODOLOGICAL DETAILS

SAMPLE DESIGN

The population for this study consists of all juniors and seniors enrolled in public high schools in the State of Washington during the 1965-66 school year, except those enrolled in the 30 rural high schools which participated in the 1964-65 study of farm youth conducted by the Department of Rural Sociology at Washington State University (8). Schools were divided into strata according to size of combined junior and senior classes as follows:

750 and above
500 to 749
250 to 499
100 to 249
50 to 99
0 to 49

Each of the four strata having less than 500 students was divided into two equal strata, according to the proportion of students enrolled in vocational courses.

The schools within each stratum were assigned numbers. Using a table of random numbers, schools were drawn from each stratum until the proportion of students drawn from that stratum equalled the proportion which that stratum was of the total population of juniors and seniors in the state.

The sample schools in each stratum were divided into two groups (A and B). This was accomplished by randomly assigning the first school to either A or B and then alternately assigning the remainder of the schools.

Two alternate schools were drawn from each stratum. If a sample school refused to participate, it was replaced by one of the alternates.

Questionnaires were administered to all of the juniors and seniors in each school who were willing to participate.

A sample was selected from the completed questionnaires for interview. In the A sample schools, the interview sample was selected in the following way. The questionnaires were sorted into four piles: (1) males who plan to attend a junior college or get less education, (2) males who plan to attend a college or university or get more education, (3) females who plan to attend a junior college or get less education, (4) females who plan to attend a college or university or get more education. In the schools where interviews were conducted first, a 20 per cent systematic sample was drawn from each pile. Later, the sampling ratio was increased to 25 per cent.

In the B sample schools, the criteria for including females in the interview sample were different from the criteria for including males. Females were sorted into three categories, according to responses on question 45 of the Form B student questionnaire: (1) those who said they did not want to spend much effort in homemaking, (2) those who said they did not want to work at all, or only wanted to work part time after marriage, and (3) those who said that they would want to work most of the time or that work would be their major interest but they still wanted to have a family. All girls who responded in category (1) were included in the sample. An equal number of girls from each school who answered in category (2) were included in the interview sample. No girls from category (3) were included in the sample. Males were sorted into four categories according to their highest level of educational aspirations: (1) quit high school or graduate from high school, (2) take business or vocational training either in business or vocational school or in a junior college, (3) attend a junior college, take a regular college course, or attend a four-year college or university, (4) graduate from a college or do graduate work. The sampling pattern was varied slightly from school to school in order to maximize the number of males with low educational aspirations in the sample. In general, either 45 or 50 per cent of the males in each school were included in the sample, all males who indicated high school graduation or less as their highest level of aspirations were included in the sample, the remainder of the sampling quota for each school was distributed equally between the three other categories of educational aspirations.

School counselors were asked to complete a brief questionnaire for each student in the interview sample. Information concerning school grades and I. Q. scores was collected from school records for each student in the interview sample.

A parent's questionnaire was mailed to either the mother or the father of each student who was interviewed.

ADMINISTRATION OF THE CLASSROOM QUESTIONNAIRE

Questionnaires were administered in the schools by classroom teachers.

The principal in each participating high school was asked to assume responsibility, or to designate some other person to do so, for receiving the questionnaires, arranging with teachers for their administration, collecting completed questionnaires, and returning them to Washington State University. The person who performed these tasks was paid a token honorarium of $20 (more in some of the larger schools) for his services.

Questionnaires to be used in a school were sent to the person in that school who had assumed responsibility for making local arrangements. He was asked to distribute the appropriate number of questionnaires to each teacher. He was also asked to explain the study to the teachers and to give them a set of written instructions prepared by the researchers.

Instructions emphasized that participation was voluntary and that the information provided by students would be given strict confidential treatment.

In an attempt to minimize the possible effect of intervention by teachers, teachers were asked to refrain from interpreting any question for the students and each questionnaire was accompanied by a letter explaining the study to the student.

In general, the administration of questionnaires went smoothly. There were, however, a few cases in which school personnel either misunderstood, or chose not to comply with, the instructions. The researchers had asked that questionnaires be administered to all students in the junior and senior class. In one sample A school, questionnaires were given to such a small proportion of the students that that school had to be eliminated from the study. Some other schools did not secure participation as complete as would have been desirable. Some of the conversations which the staff director had with teachers during the interviewing visits indicated that some teachers did not understand the purpose of the study and the importance of certain instructions they had received. Classroom administration by teachers seems to be a sound policy but it would probably be wise, when feasible, to have a member of the project staff go to each school to explain the study to the teachers and to supervise their administration of questionnaires.

OBTAINING THE COOPERATION OF THE SAMPLE SCHOOLS

An individually typed form letter was sent to the superintendent of each of the sample schools requesting cooperation. The letter explained the objectives of the study and the procedures to be followed in the administration of the questionnaire, including precautions to be taken to insure confidentiality of information. The letter suggested that it might be desirable to contact the board of directors of the school. Copies of the project outline and copies of a near final version of the questionnaire were enclosed.

If no response was received from the superintendent within two weeks, the staff director either wrote to him again or called him on the telephone. In some cases, the staff director visited the schools and explained the study in more detail to school personnel.

All of the sample A schools which were contacted agreed to participate. Before the questionnaires were administered in the Seattle school district, however, a public furor developed over the use of autobiographical essays including family data by a high school counselor. Because officials in the Seattle school district thought that additional negative public reaction might be created by participation in a questionnaire study, they decided to withdraw from the study. Therefore, one school was lost from the A sample. Because of the late date, no replacement was made for this school. Questionnaires completed in one school (outside of the Seattle area) were not usable because the specified administration procedures were not followed.

Five of the sample B schools which were asked to participate declined to do so. Some of these were schools that had been drawn as replacements. All sample B schools that declined to participate were replaced by alternates. One of the sample B schools agreed to participate, but did not obtain the names of participating students. Consequently, student questionnaires are the only data available from that school.

STUDENT INTERVIEWS

Student interviews were conducted in the schools by graduate and undergraduate students in the social sciences.

Training sessions were conducted prior to the actual interviewing. Each interviewer was given and instructed to read a copy of the project outline and copies of all data-gathering instruments used in the study. In the training session the staff director explained the study and the interviewing techniques. Each interviewer conducted at least one practice interview.

Prior to the arrival of the interviewing team at a school, the person in charge of local arrangements was contacted by telephone or letter and informed of the number of interviews to be conducted. He was asked how many interviewers could be accomodated and to arrange for space in which interviews could be conducted. He was sent a list of the names of students to be interviewed and asked to schedule interviews.

When a team arrived at a school, the team leader contacted the local representative and cooperated with him in making arrangements. In all but a very few cases, school personnel were extremely helpful and cooperative. In a few schools it was necessary to return for a second time to interview students who had been absent on the first visit.

It was possible to interview 93.5 per cent of the students in interview sample A and 93.6 per cent of the students in interview sample B.

COUNSELOR'S QUESTIONNAIRE

The counselor or counselors in each school were asked to complete a brief questionnaire concerning each student in the interview sample that they knew well enough to evaluate. Copies of these questionnaires appear in Appendix B. A package of these questionnaires, together with the names of the students to be evaluated, was sent to the counselor prior to the visit of the interviewing team or left by the interviewing team. In the larger schools, where there were many students to be evaluated, the counselors were offered compensation for their effort. Counselors were generally cooperative; questionnaires were returned from all schools.

GRADE AND I. Q. INFORMATION

The study representative in each school was asked to have some trusted person collect information concerning grades and I. Q. scores from the school records. This person was paid by the study. This method of data collection was successful for grades but in a few cases the I. Q. information obtained is somewhat difficult to evaluate. It would probably be wiser to have information collected from records by a person more directly aware of the needs of the project.

PARENT'S QUESTIONNAIRE

Either the mother or the father of each student who, during the interview, was willing to provide the name and address of his parents was mailed a questionnaire with a postage free return envelope. A letter explaining the purpose of the study and asking cooperation accompanied the questionnaire. If a reply had not been received within two weeks, a follow-up letter was sent. If a reply was not received in an additional two weeks, a second follow-up letter and a new copy of the questionnaire was sent. The rate of return was 78 per cent for the parents who received form A of the questionnaire and 77 per cent for the parents who received form B of the questionnaire.

CODING AND EDITING OF DATA

All completed questionnaires and interview schedules were edited and coded by a staff of coders working under the direct supervision of the staff director. Responses to all open ended questions were assigned numerical codes. Responses to all other questions were checked to determine whether the respondent had marked his answer in accordance with instructions. After one coder had coded and edited an instrument, it was checked by another coder.

COMPUTER PROCESSING

Because of the work load of key punching facilities, there was a considerable time lag between the completion of coding of most instruments and the completion of key punching.

At the present time, computer analysis of data is going as smoothly as can be expected for such large masses of data. The beginning of work was delayed, however, by difficulty in the development and adaptation of programs. Considerable difficulty in achieving uninterrupted computer service during the next few months is anticipated because the Washington State University Computing Center is changing over from an IBM 709 computer to an IBM 360. This change in machines will necessitate a translation and retesting of programs.

APPENDIX B:
INSTRUMENTS

Form A:

- The Classroom Student Questionnaire
- The Student Interview
- The Counselors and Administrators Questionnaire
- The Parent's Questionnaire
- The Grade and I. Q. Form

Form B:

- The Classroom Student Questionnaire
- The Student Interview
- The Counselors and Administrators Questionnaire
- The Parent's Questionnaire
- The Grade and I. Q. Form

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Dear Student:

Washington State University is making a scientific study of the factors that influence the educational and occupational desires and plans of high school juniors and seniors in the State of Washington.

We are going to ask about 4,000 students in schools all over the state to fill out this questionnaire. The information you and other students provide will help teachers and school officials plan educational programs that meet the needs of students. This information will also provide answers to scientific questions.

Previous research has shown that students with similar scholastic ability may have very different educational plans. There may be several reasons for this. These include family background, the attitudes of friends, personal experiences in the classroom, other school related activities, and encouragement from teachers, counselors, or others. We hope to be able to determine the importance of each of these things on the basis of answers to the questions in this questionnaire.

Names and addresses are desired so that research workers can contact some students later to ask additional questions which have a bearing on educational and occupational plans. Special precautions have been set up to insure that your replies will be kept confidential and not revealed to anyone. After you write your name and address on the card which is attached to the front of the questionnaire, remove this card and send it to the front of the room. All name cards will be placed in an envelope which will be sealed immediately. It will not be opened until it is delivered to Washington State University.

WORK RAPIDLY. DO NOT MULL OVER ANY QUESTION. If you are not sure about the meaning of a question just answer it in keeping with your general impression of what the question means. If you are not sure what answer is best, give the one that is closest to your own feelings or opinion and move on. Your first impressions are generally the best. Do not change your answer unless you feel it is absolutely necessary. Work as rapidly as you can without feeling rushed.

You are not required to answer this questionnaire or any question in it if you do not wish to do so. Participation is entirely voluntary. However, we hope that you will decide to cooperate by answering the questions frankly and honestly.

Thank you very much.

December 1965
Form A

CONFIDENTIAL

DEPARTMENT OF EDUCATION

WASHINGTON STATE UNIVERSITY

EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS

01

1. Sex

_______(1) Boy
_______(2) Girl

2. What grade are you in?

_______(1) 11th
_______(2) 12th

3. How old are you at your nearest birthday?

_______(1) 14 or younger
_______(2) 15
_______(3) 16
_______(4) 17
_______(5) 18
_______(6) 19 or older

4. Where do you live?

_______(1) City (2,500 or more)
_______(2) Town (under 2,500)
_______(3) On a farm
_______(4) Country, but not farm

5. What is your race? (optional)

_______(1) White
_______(2) Negro
_______(3) Oriental
_______(4) American Indian
_______(5) Other (what?)_______________________

6. How much thought have you given to your future educational needs and plans?

_______(1) None at all
_______(2) Very little
_______(3) Some
_______(4) A great deal

7. Mark the boxes at the left of the phrases that best describe your desires for future education. (Check all that apply.)

_______(1) Quit high school and not go to any kind of school again
_______(2) Graduate from high school
_______(3) Attend a business or commercial school (not college level)
_______(4) Attend a technical or vocational school (not college level)
_______(5) Attend a junior college - take a business or commercial course
_______(6) Attend a junior college - take a vocational or technical course
_______(7) Attend a junior college - take a regular college course
_______(8) Attend a college or university
_______(9) Graduate from a college or university
_______(10) After graduating from college spend one or more years doing advanced study in a specialized field
_______(11) Other (what?)_______________________________________

8. How certain are you that this is what you want to do about further education?

_______(1) Very sure
_______(2) Fairly sure
_______(3) Not at all sure

20523

NAME ______________________________

MAILING ADDRESS ______________________________

____

NAME OF SCHOOL ______________________________

AFTER WRITING YOUR NAME AND ADDRESS ON THIS CARD DETACH IT FROM THE QUESTIONNAIRE AND PASS IT TO THE FRONT OF THE ROOM.

9. Mark the blanks at the left of the phrases which best describe that education you think you will actually be able to get. (Check all that apply.)

______(1) Quit high school and not go to any kind of school again
______(2) Graduate from high school
______(3) Attend a business or commercial school (not college level)
______(4) Attend a technical or vocational school (not college level)
______(5) Attend a junior college - take a business or commercial course
______(6) Attend a junior college - take a vocational or technical course
______(7) Attend a junior college - take a regular college course
______(8) Attend a college or university
______(9) Graduate from a college or university
______(10) After graduating from college spend one or more years doing advanced study in a specialized field
______(11) Other (what?)______________________________

10. How sure are you that you will actually get the highest level of education you marked in question 9?

______(1) Very sure
______(2) Fairly sure
______(3) Not at all sure

11. If you plan to get further education after high school, please name the school or schools you plan to attend. (Examples: Eastern Washington State College, Renton Vocational School, Spokane Beauty College.)

____

11a. What subject do you plan to major in?

____

12. Since completing the eighth grade, how many semesters will you have studied each of the following subjects by the end of high school? Circle the appropriate number.

(1) Agriculture	0	1	2	3	4+	(8) History	0	1	2	3	4+
(2) Art and music	0	1	2	3	4+	(9) Home economics	0	1	2	3	4+
(3) Biology	0	1	2	3	4+	(10) Mathematics	0	1	2	3	4+
(4) Business	0	1	2	3	4+	(11) Physical ed.	0	1	2	3	4+
(5) Chemistry	0	1	2	3	4+	(12) Physics	0	1	2	3	4+
(6) English	0	1	2	3	4+	(13) Shop	0	1	2	3	4+
(7) Foreign language	0	1	2	3	4+	(14) Social studies	0	1	2	3	4+

13. What school subjects do you like best? More than one can be marked.

______(1) Agriculture
______(2) Art and music
______(3) Algebra
______(4) Biology
______(5) Business
______(6) Chemistry
______(7) English
______(8) Foreign language
______(9) Geometry
______(10) History
______(11) Home economics
______(12) Physical education
______(13) Physics
______(14) Shop
______(15) Social studies
______(16) Trigonometry
______(17) I don't like any of them
______(18) Other (what?)______________________

02

14. What types of vocational training do you think should be available in your high school? Mark the types already available if you think they are important. More than one can be marked.

_______(1) Agriculture
_______(2) Home economics
_______(3) Business training
_______(4) Industrial arts
_______(5) Training in skilled trades - for example, electronics, carpentry and mechanics
_______(6) Training in trades for girls - for example, hair dressing and practical nursing
_______(7) A course in careers so that I would know what is involved in various jobs
_______(8) Vocational counseling to help me decide what job to choose
_______(9) None, school should concentrate on academic subjects
_______(10) Something else (what?)________________________________

15. How much of your school work are you interested in?

_______(1) All
_______(2) Most
_______(3) Some
_______(4) Little
_______(5) None

16. Circle a number to show how you feel about each of the statements below.

	(1) Agree	(2) Neither agree nor disagree	(3) Disagree	
(a)	1	2	3	I like school very much.
(b)	1	2	3	Most of my teachers are very helpful.
(c)	1	2	3	I often find myself watching the clock because my classes are so boring.
(d)	1	2	3	Lunch time is the most enjoyable time of the day.
(e)	1	2	3	School is difficult for me.
(f)	1	2	3	My teachers are the most helpful to the very good students.
(g)	1	2	3	The most important thing one gets out of high school is the diploma.
(h)	1	2	3	In my free time I would rather read than go to a movie.
(i)	1	2	3	In the evening I often find myself watching TV instead of doing my homework.
(j)	1	2	3	Education is important in preparing for a job.
(k)	1	2	3	High school seems to be little more than "serving time" until I can get out and go to work.
(l)	1	2	3	I appreciate the opportunity education gives me to learn more and broaden myself.

17. On your last report card did you get mostly: (Mark only one)

______(1) A's
______(2) A's and B's
______(3) B's
______(4) B's and C's
______(5) C's
______(6) C's and D's
______(7) D's
______(8) D's and F's

18. In which of the following organized activities do you participate? Circle a number to show how active you are in each.

	(1) Don't participate	(2) Not very active	(3) Quite active	(4) Very active	
(a)	1	2	3	4	Athletics
(b)	1	2	3	4	Music
(c)	1	2	3	4	Dramatics
(d)	1	2	3	4	Debate
(e)	1	2	3	4	School paper or annual
(f)	1	2	3	4	Student government
(g)	1	2	3	4	FFA or FHA
(h)	1	2	3	4	Hobby clubs
(i)	1	2	3	4	Pep club or pep rallies
(j)	1	2	3	4	Church youth groups
(k)	1	2	3	4	Hi-Y or Tri-Hi-Y
(l)	1	2	3	4	Others______________
(m)	1	2	3	4	______________
(n)	1	2	3	4	______________
(o)	1	2	3	4	______________

19. How many high office positions (president, vice president, captain) have you held in the organized activities that you marked in the question above?__________

20. Are there any activities you would like to take part in that you aren't now participating in? Mark all that apply.

______(1) Music
______(2) Athletics
______(3) Dramatics
______(4) Debate
______(5) School paper or annual
______(6) Student government
______(7) Church youth groups
______(8) Hi-Y or Tri-Hi-Y
______(9) FFA or FHA
______(10) Hobby club
______(11) Pep rallies or pep club
______(12) None of these

21. On the following items compare yourself to the rest of your classmates. Circle a number to show how you think your ability to do the things listed compares to the ability of your classmates.

	(1) Very much below average	(2) Somewhat below average	(3) About average	(4) Somewhat above average	(5) Very much above average	
(a)	1	2	3	4	5	Read and understand textbooks and other material assigned by teachers.
(b)	1	2	3	4	5	Memorize and remember facts and figures.
(c)	1	2	3	4	5	Write term papers, book reviews and short reports.

	(1) Very much below average	(2) Somewhat below average	(3) About average	(4) Somewhat above average	(5) Very much above average	
(d)	1	2	3	4	5	Study and prepare for tests.
(e)	1	2	3	4	5	Use encyclopedias, dictionaries, and other types of reference.
(f)	1	2	3	4	5	Understand and use new materials presented in class such as: a theory in science, formula in math, the cause of a historical event.
(g)	1	2	3	4	5	Take good notes from lectures or out of class reading.
(h)	1	2	3	4	5	Recite in class: give oral reports, participate in class discussion.
(i)	1	2	3	4	5	Get along with most teachers.

22. On the scale below please circle the number which best represents the way you feel about yourself. EXAMPLES: I feel that I am slightly heavy, therefore, in the first sample (S-1) I circled the number "4" on the heavy side of the scale. In the next sample (S-2) I feel that I am very healthy; therefore, I circled the number "1" on the healthy side of the scale.

EXAMPLES:		Very	Slightly	Neutral	Slightly	Very	
S-1	light	1	2	3	[✓ 4]	5	heavy
S-2	healthy	[✓ 1]	2	3	4	5	unhealthy

	Very	Slightly	Neutral	Slightly	Very	
intellectual	1	2	3	4	5	not intellectual
fast	1	2	3	4	5	slow
successful	1	2	3	4	5	unsuccessful
sharp	1	2	3	4	5	dull
alert	1	2	3	4	5	not alert

03

23. GIRLS ONLY.
Which of the following statements best describes what you think your interests and desires will be for most of your adult life? (Mark only one.)

_______(1) Homemaking will be my major interest; I will not want to work at all after I am married.

_______(2) Homemaking will be my major interest, but I will want to work occasionally or part time.

_______(3) Homemaking will be my major interest, but I also want to work most of the time.

_______(4) Work will be my major interest, but I will also want to have a family and be a homemaker.

_______(5) Work will be my major interest. I will not want to spend much effort in homemaking.

_______(6) Work will be my only interest. I don't want to marry.

24. Please circle a number to show whether or not each of the statements in this list agrees with your ideas of work.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	Everyone who possibly can should work.
(b)	1	2	3	4	5	Even if I were financially secure and did not need a job I would probably work.
(c)	1	2	3	4	5	It is a person's duty to work.
(d)	1	2	3	4	5	If I did not work I would feel that I was not leading a "right life."
(e)	1	2	3	4	5	I find it hard to respect a man who doesn't work.
(f)	1	2	3	4	5	If I were financially well off, I think I could lead a perfectly happy and satisfying life without working.
(g)	1	2	3	4	5	A person who has never worked has missed a valuable experience.
(h)	1	2	3	4	5	If a person can live the way he wants to without working there is no reason for him to work.
	GIRLS ONLY:					
(i)	1	2	3	4	5	If I were married I would want my husband to do some kind of work even if he were financially secure and did not need a job.

25. Which of the following statements best describes the things you think you must do in order to prepare yourself for the kind of work you think you want to do?

_______(1) I have never thought much about what I should do.
_______(2) I must decide on a specific occupation and prepare myself for it.
_______(3) I will develop abilities or skills useful in a number of different jobs and later make my choice.
_______(4) I am not going to worry about preparing for a job until I see what type of job I can get.
_______(5) The type of job I will get doesn't require any special preparation.

26. After finishing your education do you want to live in the community you are living in now?

_______(1) Yes, definitely
_______(2) Yes, I would prefer to
_______(3) I don't care
_______(4) No, I would rather leave
_______(5) No, I definitely want to leave

27. Considering the kind of job and way of life you eventually wish to have, do you think it will be necessary for you to move from your present community?

_______(1) No
_______(2) I don't know
_______(3) Yes

28. What kind of occupation would you most like to have as your career if you could do whatever you chose? (Please be as specific as you can.)

____

29. How sure are you that this is the occupation you really would want as your life's work?

_______(1) Very sure
_______(2) Fairly sure
_______(3) Not at all sure

30. For the occupation mentioned in question 28, the one you would most like as your life's work, do you think your abilities are:

_______(1) Very much above average
_______(2) Above average
_______(3) Just average
_______(4) Below average
_______(5) Very much below average
_______(6) I don't know yet because I have not yet made a choice

31. If an opportunity occurred to work in the occupation you listed in question 28, would you be willing to complete the training and education necessary to get the job?

_______(1) Yes
_______(2) No
_______(3) No occupation listed

32. What do you think are the possibilities that you might actually work at the occupation you listed in question 28?

_______(1) Very probable
_______(2) Quite probable
_______(3) Chances are 50-50
_______(4) Unlikely
_______(5) None at all

33. What would be your father's (or stepfather's) attitude if you told him you were going to choose the occupation you listed in question 28 as your life's work?

_______(1) Very favorable
_______(2) Favorable
_______(3) Indifferent
_______(4) Unfavorable
_______(5) Very unfavorable
_______(6) I don't know
_______(7) Does not apply

34. What would your mother's (or stepmother's) attitude be if you told her you were going to choose the occupation you listed in question 28 as your life's work?

_______(1) Very favorable
_______(2) Favorable
_______(3) Indifferent
_______(4) Unfavorable
_______(5) Very unfavorable
_______(6) I don't know
_______(7) Does not apply

35. How much education do you think you would need to qualify for the occupation that you think you would really like to be in? (the one mentioned in question 28).

_______(1) Don't know
_______(2) I have enough now
_______(3) High school graduate
_______(4) Vocational or technical school
_______(5) Business or commercial school
_______(6) Some college, but not graduate from college
_______(7) Graduate from college
_______(8) Advanced study after graduation from college

36. Name some other occupations you would like almost as much as the occupation you listed in question 28.

a. ______________________________

b. ______________________________

c. ______________________________

37. What occupation do you really expect to have as your life's work? (Please be as specific as you can.)

____

38. How sure are you that you will actually have the occupation named in question 37 as your life's work?

_______(1) Very sure
_______(2) Fairly sure
_______(3) Not at all sure

38a. GIRLS WHO LISTED HOUSEWIFE OR HOMEMAKER IN QUESTION 37: Do you also expect to have some other job or occupation? If yes, what occupation do you have in mind?

____

39. For the occupation mentioned in question 37, do you think your abilities are:

_______(1) Very much above average
_______(2) Somewhat above average
_______(3) Just average
_______(4) Somewhat below average
_______(5) Very much below average
_______(6) I don't know yet because I have not yet made a choice

40. How much education do you think you would need to qualify for work in the occupation that you say you expect to have? (the one mentioned in question 37).

_______(1) I don't know
_______(2) I have enough now
_______(3) Vocational or technical school
_______(4) Business or commercial school
_______(5) High school diploma
_______(6) Some college, but not graduate from college
_______(7) College degree
_______(8) Specialized study after graduation from college

This is not the end of the questionnaire. Please turn it around and answer the succeeding pages.

41. What would be your father's (or stepfather's) attitude if you told him you were going to choose the occupation you listed in question 37 as your life's work?

_______(1) Very favorable
_______(2) Favorable
_______(3) Indifferent
_______(4) Unfavorable
_______(5) Very unfavorable
_______(6) I don't know
_______(7) Does not apply

42. What would be your mother's (or stepmother's) attitude if you told her you were going to choose the occupation you listed in question 37 as your life's work?

_______(1) Very favorable
_______(2) Favorable
_______(3) Indifferent
_______(4) Unfavorable
_______(5) Very unfavorable
_______(6) I don't know
_______(7) Does not apply

43. What is the marital status of your mother and father?

_______(1) Both alive, living together
_______(2) Both alive, separated
_______(3) Both alive, divorced
_______(4) Father not living
_______(5) Mother not living
_______(6) Neither father nor mother living

44. Mark all of the following who live in your house at present.

_______(1) Father
_______(2) Mother
_______(3) Stepfather
_______(4) Stepmother
_______(5) Brothers
_______(6) Sisters
_______(7) Grandmother
_______(8) Grandfather
_______(9) Husband
_______(10) Wife
_______(11) Other relatives
_______(12) Persons who are not relatives

45. How many living brothers and sisters do you have?

____

46. Are you:

_______(1) The oldest child in your family
_______(2) The youngest child
_______(3) In between
_______(4) The only child

47. What kind of work does your father (or stepfather) do for a living? What is his job called, what kind of business or industry does he work in, and what does he do? (For example: "Carpenter, works on a construction crew building new houses"; "Sales clerk, waits on customers in a department store"; "Owner and operator of a grocery store.")

____

48. With what kind of firm or outfit is your father associated in his work?

______(1) Own business
______(2) Own farm
______(3) Own professional office
______(4) Small private firm, organization or factory (50 employees or less)
______(5) Large private firm, organization or factory (over 50 employees)
______(6) Educational institution
______(7) Social agency
______(8) Other non-profit organization (what?) ______________________________
______(9) Government bureau or agency
______(10) Other (what?) ______________________________
______(11) Don't know

49. Does your mother work outside the home for pay?

______(1) Yes, full time
______(2) Yes, part time
______(3) No

50. In terms of income or wealth in my community, I think my family is:

______(1) Considerably above average
______(2) Somewhat above average
______(3) Average
______(4) Somewhat below average
______(5) Considerably below average

04

51. Think for a minute about your family (father, mother, brothers and sisters). Some or maybe all of them have expressed certain attitudes concerning formal education (high school and college). When you look at the following statements, think of the members of your family and respond to the statements on the basis of your knowledge of the attitudes of those members. Mark only one answer for each statement.

	(1) All of them	(2) Most of them	(3) About half of them	(4) Only a few of them	(5) None of them	
(a)	1	2	3	4	5	They feel that formal education tends to take people away from their home community; and because of this is is undesirable.
(b)	1	2	3	4	5	They are opposed to formal education beyond high school.
(c)	1	2	3	4	5	They expect the younger members of the family to get all the education they can.
(d)	1	2	3	4	5	They think formal education is very important.
(e)	1	2	3	4	5	They believe that the most important thing in formal education is the diploma or degree.

52. What is the highest grade completed by your father?

_______(1) Grade school 1-7
_______(2) Grade school 8
_______(3) High school 9-11
_______(4) High school 12
_______(5) College 1-3
_______(6) College 4
_______(7) College 5 or more

53. What is the highest grade completed by your mother?

_______(1) Grade school 1-7
_______(2) Grade school 8
_______(3) High school 9-11
_______(4) High school 12
_______(5) College 1-3
_______(6) College 4
_______(7) College 5 or more

54. In which of the following would your parents be willing and able to help you financially? Mark all that apply.

_______(1) Farming
_______(2) College
_______(3) Vocational schooling
_______(4) Setting up a business of my own
_______(5) None of the above

55. Below is a list of statements dealing with your general feelings about yourself. Please circle a number to indicate your answer to each statement.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	I feel that I am a person of worth at least on an equal plane with others.
(b)	1	2	3	4	5	I feel that I have a number of good qualities.
(c)	1	2	3	4	5	All in all, I am inclined to feel that I am a failure.
(d)	1	2	3	4	5	I am able to do things as well as most other people.
(e)	1	2	3	4	5	I feel I do not have much to be proud of.
(f)	1	2	3	4	5	I take a positive attitude toward myself.
(g)	1	2	3	4	5	On the whole, I am satisfied with myself.
(h)	1	2	3	4	5	I wish I could have more respect for myself.
(i)	1	2	3	4	5	I certainly feel useless at times.
(j)	1	2	3	4	5	At times I think I am no good at all.

56. About how many close friends do you have?

____

57. When you do things with these friends, do you usually do them together as a group or with only one of them at a time?

_______(1) As a group, usually
_______(2) One at a time, usually
_______(3) Sometimes as a group, sometimes one at a time

58. Did any of your close friends drop out of school before graduating?

_______(1) Yes
_______(2) No

59. If yes, how many? _______________

60. Think for a minute about your close friends. Circle a number in front of each of the statements listed below to show how well you think it describes the feelings of your friends about formal education (high school and college). How many of your close friends feel this way?

	(1) All of them	(2) Most of them	(3) About half of them	(4) Only a few of them	(5) None of them	
(a)	1	2	3	4	5	They feel that formal education tends to take people away from their home communities and because of this it is undesirable.
(b)	1	2	3	4	5	They are opposed to formal education beyond high school.
(c)	1	2	3	4	5	They feel that a good education helps a person to lead a better life.
(d)	1	2	3	4	5	They think that formal education is very important.
(e)	1	2	3	4	5	They believe that the most important thing in formal education is the diploma or degree.
(f)	1	2	3	4	5	They expect the members of our group to get all of the education they can.

61. Think for a minute about your close friends. Think about the things they do in school. Mark the following statements according to how well you think they describe your group of friends. (Circle the appropriate number.)

	(1) All of them	(2) Most of them	(3) About half of them	(4) Only a few of them	(5) None of them	
(a)	1	2	3	4	5	They would probably quit school if they could find a way to quit without getting into an unpleasant situation.
(b)	1	2	3	4	5	They sometimes get into trouble with teachers and school officials.
(c)	1	2	3	4	5	For entertainment during out-of-school hours they generally run around with friends and do whatever seems interesting at the time, rather than go to school sponsored activities such as ball games, plays and dances.
(d)	1	2	3	4	5	They enjoy high school.
(e)	1	2	3	4	5	They participate in such activities as academic honor societies, science and language clubs, and other scholastic organizations.
(f)	1	2	3	4	5	High grades (A's and B's) are important to them.

	(1) All of them	(2) Most of them	(3) About half of them	(4) Only a few of them	(5) None of them	
(g)	1	2	3	4	5	They are planning to go to college.
(h)	1	2	3	4	5	They are planning to take vocational training.
(i)	1	2	3	4	5	The boys are active in athletics.
(j)	1	2	3	4	5	They are leaders in school activities.
(k)	1	2	3	4	5	They are from farms.

62. Please circle a number to indicate the extent to which each of the statements below reflects the attitudes or feelings of the students you know at your school. (Think of all the students you know, not just your close friends.) How many of the students, in your opinion, have the feelings expressed in each of the statements?

	(1) All of them	(2) Most of them	(3) About half of them	(4) Only a few of them	(5) None of them	
(a)	1	2	3	4	5	The high school curriculum should be more directly related to specific jobs.
(b)	1	2	3	4	5	Every student should try to go to college. If he can't make it there he can always get an ordinary job.
(c)	1	2	3	4	5	There should be more emphasis on vocational and technical courses and less on college preparation.
(d)	1	2	3	4	5	Courses like welding and wood working have no place in today's high school
(e)	1	2	3	4	5	In modern society the skilled craftsman is as important as the scientist or the professional.
(f)	1	2	3	4	5	Students enrolled in vocational or technical courses generally don't have the ability to master college preparatory courses.
(g)	1	2	3	4	5	Shop courses are good preparation for the kind of work many students will be doing.
(h)	1	2	3	4	5	Business courses like typing and shorthand are as important for girls as are college preparatory courses.
(i)	1	2	3	4	5	High school should do more to provide students with skills useful in jobs and should not worry so much about college preparation.

63. Which person expects you to accomplish the most in the future?

_______(1) Father
_______(2) Mother
_______(3) Older brother or sister
_______(4) A friend in school
_______(5) A person about my own age (who is not in my school)
_______(6) A teacher, counselor or principal
_______(7) An adult other than those listed
_______(8) No other person

05

64. Please consider each occupation listed below and on the next page. Check a blank to show how well you think you would like that kind of work. Work quickly. Your first impression is the most valuable. (If you feel that you do not know enough about a particular occupation to make a realistic decision, place a check mark in the blank to the left of that occupation.)

(6)	OCCUPATION	(1) I would like this very much	(2) I would like this fairly well	(3) Indifferent	(4) I would dislike this a little	(5) I would dislike this very much
_____	Agricultural research scientist	_____	_____	_____	_____	_____
_____	Aide in child care center	_____	_____	_____	_____	_____
_____	Airline pilot	_____	_____	_____	_____	_____
_____	Airline stewardess	_____	_____	_____	_____	_____
_____	Automobile salesman	_____	_____	_____	_____	_____
_____	Automobile mechanic	_____	_____	_____	_____	_____
_____	Banker	_____	_____	_____	_____	_____
_____	Bank teller	_____	_____	_____	_____	_____
_____	Bookkeeper	_____	_____	_____	_____	_____
_____	Carpenter	_____	_____	_____	_____	_____
_____	Certified public accountant	_____	_____	_____	_____	_____
_____	Cook (restaurant)	_____	_____	_____	_____	_____
_____	College professor	_____	_____	_____	_____	_____
_____	Commercial artist	_____	_____	_____	_____	_____
_____	County agricultural agent	_____	_____	_____	_____	_____
_____	Computer programmer	_____	_____	_____	_____	_____
_____	Dietician	_____	_____	_____	_____	_____
_____	Dentist	_____	_____	_____	_____	_____
_____	Electrician	_____	_____	_____	_____	_____
_____	Elementary school teacher	_____	_____	_____	_____	_____
_____	Engineer	_____	_____	_____	_____	_____
_____	Factory manager	_____	_____	_____	_____	_____
_____	Farm operator	_____	_____	_____	_____	_____
_____	Foreman in factory	_____	_____	_____	_____	_____
_____	Home demonstration agent	_____	_____	_____	_____	_____
_____	Hair dresser or cosmotologist	_____	_____	_____	_____	_____
_____	Hotel-motel clerk	_____	_____	_____	_____	_____
_____	Janitor	_____	_____	_____	_____	_____
_____	Lawyer	_____	_____	_____	_____	_____
_____	Life insurance salesman	_____	_____	_____	_____	_____

(6)	OCCUPATION	(1) I would like this very much	(2) I would like this fairly well	(3) Indifferent	(4) I would dislike this a little	(5) I would dislike this very much
_____	Machine operator in factory	_____	_____	_____	_____	_____
_____	Maid - motel or hotel	_____	_____	_____	_____	_____
_____	Manager of department store	_____	_____	_____	_____	_____
_____	Manager of a loan company	_____	_____	_____	_____	_____
_____	Mechanical draftsman	_____	_____	_____	_____	_____
_____	Medical lab technologist	_____	_____	_____	_____	_____
_____	Minister, priest or rabbi	_____	_____	_____	_____	_____
_____	Nurse (R.N.)	_____	_____	_____	_____	_____
_____	Nurse's aide	_____	_____	_____	_____	_____
_____	Owner and operator of small business	_____	_____	_____	_____	_____
_____	Physical therapist	_____	_____	_____	_____	_____
_____	Physician	_____	_____	_____	_____	_____
_____	Plumber	_____	_____	_____	_____	_____
_____	Police officer	_____	_____	_____	_____	_____
_____	Psychologist	_____	_____	_____	_____	_____
_____	Radio announcer	_____	_____	_____	_____	_____
_____	Recreational programs supervisor	_____	_____	_____	_____	_____
_____	Reporter on daily newspaper	_____	_____	_____	_____	_____
_____	Restaurant host or hostess	_____	_____	_____	_____	_____
_____	Sales person of farm supplies	_____	_____	_____	_____	_____
_____	Sales person in retail store	_____	_____	_____	_____	_____
_____	Secretary	_____	_____	_____	_____	_____
_____	Social worker	_____	_____	_____	_____	_____
_____	Tailor or dressmaker	_____	_____	_____	_____	_____
_____	Taxi driver	_____	_____	_____	_____	_____
_____	Truck driver	_____	_____	_____	_____	_____
_____	Veterinarian	_____	_____	_____	_____	_____
_____	Waiter or waitress	_____	_____	_____	_____	_____
_____	Warehouse worker	_____	_____	_____	_____	_____
_____	Welder	_____	_____	_____	_____	_____
_____	X-ray technician	_____	_____	_____	_____	_____

ANSWER THE REST OF THE QUESTIONNAIRE ONLY IF YOU HAVE LIVED ON A FARM

65. How many years have you lived on a farm?

_______(1) Less than one
_______(2) One to three
_______(3) Four to seven
_______(4) Eight to twelve
_______(5) Thirteen or more

66. If you did live on a farm, when was that?

_______(1) Sometime between birth and 12 years of age
_______(2) After 12 years of age
_______(3) Most of my life
_______(4) All of my life
_______(5) Other (what?) ______________________________

67. How do you like farm life?

_______(1) Like it greatly
_______(2) Like it
_______(3) Neutral
_______(4) Dislike it
_______(5) Dislike it greatly

68. What is the most important factor in the choice of farming as an occupation? Mark the one factor you consider most important. (Mark only one.)

_______(1) Farming background
_______(2) Desire to farm
_______(3) Availability of an adequate farm
_______(4) Adequate financing

69. Is there a farm available if you want to go into farming?

_______(1) Yes
_______(2) No
_______(3) I don't know

70. If "yes," where is the farm located?

_______(1) Present home address
_______(2) Farm in present locality
_______(3) Farm in other section of Washington
_______(4) In a nearby state

71. Does most of your family income come from farm or non-farm employment?

_______(1) Mostly from farm
_______(2) Mostly from non-farm

Thank you for your cooperation.

DEPARTMENT OF EDUCATION

WASHINGTON STATE UNIVERSITY

EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS

JANUARY 1966
STUDENT INTERVIEW

I.D. NO. ________________________ DATE ________________________

INTERVIEWER'S NAME ________________________ TIME (MINUTES) ____________

HELLO, GOOD MORNING, GOOD AFTERNOON, ETC. I am ________________________ from Washington State University. As you know, Washington State University is conducting a study of the educational and occupational plans of young people. You may recall filling out a questionnaire a few weeks ago. I'd like to ask you a few additional questions. Your answers will be confidential. Do you mind being interviewed?

IF CONSENTS: First let me get some general information about you.

1. How old will you be on your next birthday?

2. When is your next birthday?

   ____________month ____________day ____________year

3. Are you a junior or a senior?

   ____JUNIOR ____SENIOR

4. (INTERVIEWER: CHECK ONE) ____MALE ____FEMALE

5. Now, what would you like to do about your further education if you had a free choice? INTERVIEWER: PROBE TO THE FOLLOWING CATEGORIES. MARK HIGHEST LEVEL MENTIONED.

DESIRES			EXPECTED
____	(1)	QUIT HIGH SCHOOL AND NOT GO TO ANY KIND OF SCHOOL AGAIN	(1)____
____	(2)	GRADUATE FROM HIGH SCHOOL	(2)____
____	(3)	ATTEND A BUSINESS OR COMMERCIAL SCHOOL (NOT COLLEGE LEVEL)	(3)____
____	(4)	ATTEND A TECHNICAL OR VOCATIONAL SCHOOL (NOT COLLEGE LEVEL)	(4)____
____	(5)	ATTEND A JUNIOR COLLEGE, TAKE A BUSINESS OR COMMERCIAL COURSE	(5)____
____	(6)	ATTEND A JUNIOR COLLEGE, TAKE A VOCATIONAL OR TECHNICAL COURSE	(6)____
____	(7)	ATTEND A JUNIOR COLLEGE, TAKE A REGULAR COLLEGE COURSE	(7)____
____	(8)	ATTEND A COLLEGE OR UNIVERSITY	(8)____
____	(9)	GRADUATE FROM A COLLEGE OR UNIVERSITY	(9)____
____	(10)	AFTER GRADUATING FROM COLLEGE SPEND ONE OR MORE YEARS DOING ADVANCED STUDY IN A SPECIALIZED FIELD	(10)____
____	(11)	OTHER (WHAT?)	(11)____

6. How much education do you think you will actually be able to get? MARK "EXPECTED" BOXES.

FORM A

7. Education is sometimes considered training for a job. Besides the education you have mentioned above, is there anything you plan to do to get the skills and knowledge you will need in the occupation you expect to be in?

____YES

____NO

If yes, what is it? (INTERVIEWER: CONTINUE TO PROBE UNTIL NO OTHER THINGS ARE MENTIONED).

8. What kind of a job do you expect to get as your first full time job, that is is, what occupation do you expect to be in when you first go to work?

9. Is this the type of job you expect to have as your life's career?

____YES

____NO

IF NO, ASK: What occupation do you expect to have as your life's career?

10. What are the chances that you will actually enter the job you mentioned as the one you expect to have as your career? INTERVIEWER: CODE TO THE FOLLOWING CATEGORIES.

____(1) CERTAINLY WILL
____(2) PROBABLY WILL
____(3) CHANCES ARE 50-50
____(4) PROBABLY WILL NOT
____(5) NO JOB LISTED

11. Is there a particular person in this occupation whom you admire?

_____YES

_____NO

IF YES, ASK: Who is this person? (INTERVIEWER: IDENTIFY BY RELATIONSHIP TO STUDENT. e.g., FATHER, AUNT, FRIEND OF FAMILY, TEACHER, ETC.)

12. Has this person influenced you to choose this occupation?

_____YES

_____NO

IF YES, ASK: What did (he)(she) do or say that encouraged you?

13. Has anyone tried to influence you against this occupation?

_____YES

_____NO

IF YES, ASK: What did (he)(she) do or say?

14. As you may recall, several weeks ago you filled out a questionnaire. One of the questions in that questionnaire asked what occupation you expected to have as your life's work. Do you remember what occupation you named as the one you expected to have as your career?

_____YES

_____NO

IF YES, ASK: Was it the same occupation that you have just told me you expect to have as your life's work, or was it a different one?

_____SAME

_____DIFFERENT

IF DIFFERENT, ASK: What happened in the meantime that led you to change your mind?

People frequently find themselves in situations where they encounter the disapproval of some people.

15. Suppose that for reasons you considered important, you decided to drop out of high school. You know that you parents and your friends may disapprove of this. Whose disapproval would be hardest for you to take?

_____DISAPPROVAL OF PARENTS
_____DISAPPROVAL OF FRIENDS

16. Suppose you have been offered a job which you think you will like and you decide to accept it. You know that your parents and friends may not approve of the job you are going to accept. Whose disapproval would be hardest for you to take?

_____DISAPPROVAL OF PARENTS
_____DISAPPROVAL OF FRIENDS

17. Suppose that you have decided not to go to college. You know that your parents and your friends may disapprove of this decision. Whose disapproval would hurt you most?

_____DISAPPROVAL OF PARENTS
_____DISAPPROVAL OF FRIENDS

18. Suppose you have been offered a good job in a distant city and have decided to accept it. You know that your parents and your friends may disapprove of your moving so far away. Whose disapproval would hurt you most in this situation?

_____DISAPPROVAL OF PARENTS
_____DISAPPROVAL OF FRIENDS

19. Here is a card with several statements on it. Please read these statements and tell me the number of the one that best describes the attitude of your mother toward the question of whether you get any education after high school. (HAND RESPONDENT CARD I.)

_____(1) NOT INTERESTED IN MY PLANS--DOESN'T CARE WHETHER I GET ANY MORE EDUCATION OR NOT.

_____(2) INTERESTED IN MY PLANS BUT WANTS ME TO DO WHAT I WANT.

_____(3) INTERESTED IN MY PLANS--HOPES THAT I GET A PARTICULAR KIND OF EDUCATION.

_____(4) INTERESTED IN MY PLANS--INSISTS THAT I GET A PARTICULAR KIND OF EDUCATION.

_____(5) I DON'T KNOW.

INTERVIEWER: IF ANSWERS 3 OR 4, HAND RESPONDENT CARD II AND ASK: Which of these statements describes the education she wants you to get?

_____(1) ATTEND A BUSINESS OR COMMERCIAL SCHOOL (NOT COLLEGE LEVEL)
_____(2) ATTEND A TECHNICAL OR VOCATIONAL SCHOOL (NOT COLLEGE LEVEL)
_____(3) ATTEND A JUNIOR COLLEGE, TAKE A BUSINESS OR COMMERCIAL COURSE
_____(4) ATTEND A JUNIOR COLLEGE, TAKE A VOCATIONAL OR TECHNICAL COURSE
_____(5) ATTEND A JUNIOR COLLEGE, TAKE A REGULAR COLLEGE COURSE
_____(6) ATTEND A COLLEGE OR UNIVERSITY
_____(7) GRADUATE FROM A COLLEGE OR UNIVERSITY
_____(8) AFTER GRADUATING FROM COLLEGE SPEND ONE OR MORE YEARS DOING ADVANCED STUDY IN A SPECIALIZED FIELD
_____(9) OTHER (WHAT?)

A

CARD I

1. Not interested in my plans--doesn't care whether I get any more education or not.
2. Interested in my plans but wants me to do what I want.
3. Interested in my plans--hopes that I get a particular kind of education.
4. Interested in my plans--insists that I get a particular kind of education.
5. I don't know.

A

CARD II

1. Attend a business or commercial school (not college level).
2. Attend a technical or vocational school (not college level).
3. Attend a junior college, take a business or commercial course.
4. Attend a junior college, take a vocational or technical course.
5. Attend a junior college, take a regular college course.
6. Attend a college or university.
7. Graduate from a college or university.
8. After graduating from college spend one or more years doing advanced study in a specialized field.
9. Other (what?)

20. Now look at the statements again. Please tell me the number of the **statement** that best describes the attitude of your father toward the question of whether you get any education after high school.

_____(1) NOT INTERESTED IN MY PLANS--DOESN'T CARE WHETHER I GET ANY MORE EDUCATION OR NOT.

_____(2) INTERESTED IN MY PLANS BUT WANTS ME TO DO WHAT I WANT.

_____(3) INTERESTED IN MY PLANS--HOPES THAT I GET A PARTICULAR KIND OF EDUCATION.

_____(4) INTERESTED IN MY PLANS--INSISTS THAT I GET A PARTICULAR KIND OF EDUCATION.

_____(5) I DON'T KNOW.

INTERVIEWER: IF ANSWERS 3 OR 4, SAY: Please look at card II again and tell me which statements describe the education you father wants you to get.

_____(1) ATTEND A BUSINESS OR COMMERCIAL SCHOOL (NOT COLLEGE LEVEL)
_____(2) ATTEND A TECHNICAL OR VOCATIONAL SCHOOL (NOT COLLEGE LEVEL)
_____(3) ATTEND A JUNIOR COLLEGE, TAKE A BUSINESS OR COMMERCIAL COURSE
_____(4) ATTEND A JUNIOR COLLEGE, TAKE A VOCATIONAL OR TECHNICAL COURSE
_____(5) ATTEND A JUNIOR COLLEGE, TAKE A REGULAR COLLEGE COURSE
_____(6) ATTEND A COLLEGE OR UNIVERSITY
_____(7) GRADUATE FROM A COLLEGE OR UNIVERSITY
_____(8) AFTER GRADUATING FROM COLLEGE SPEND ONE OR MORE YEARS DOING ADVANCED STUDY IN A SPECIALIZED FIELD
_____(9) OTHER (WHAT?)

21. Here is another card. Please read the statements on this card and tell me the number of the one which best describes the way you think your mother feels about your occupational plans. (HAND RESPONDENT CARD III.)

_____(1) NOT INTERESTED IN MY OCCUPATIONAL PLANS--DOESN'T CARE WHAT I DO.

_____(2) INTERESTED IN MY OCCUPATIONAL PLANS--WANTS ME TO CHOOSE THE OCCUPATION I WANT.

_____(3) INTERESTED IN MY PLANS--HOPES I CHOOSE A PARTICULAR KIND OF WORK.

_____(4) INTERESTED IN MY PLANS--INSISTS THAT I CHOOSE A PARTICULAR KIND OF WORK.

_____(5) I DON'T KNOW HER FEELINGS.

A

CARD III

1. Not interested in my occupational plans--doesn't care what I do.

2. Interested in my occupational plans--but wants me to choose the occupation I want.

3. Interested in my plans--hopes I choose a particular kind of work.

4. Interested in my plans--insists that I choose a particular kind of work.

5. I don't know (his) (her) feelings.

INTERVIEWER: IF RESPONDENT SELECTS RESPONSE 3 OR 4 ASK: What kind of work does she want you to choose?

22. Now read the statements again. Please tell me the number of the statement which best describes the way your father feels about your plans for your future occupation.

____(1) NOT INTERESTED IN MY OCCUPATIONAL PLANS--DOESN'T CARE WHAT I DO.

____(2) INTERESTED IN MY OCCUPATIONAL PLANS--BUT WANTS ME TO CHOOSE THE OCCUPATION I WANT.

____(3) INTERESTED IN MY PLANS--HOPES I CHOOSE A PARTICULAR KIND OF WORK.

____(4) INTERESTED IN MY PLANS--INSISTS THAT I CHOOSE A PARTICULAR KIND OF WORK.

____(5) I DON'T KNOW HIS FEELINGS.

INTERVIEWER: IF RESPONDENT SELECTS RESPONSE 3 OR 4 ASK: What kind of work does he want you to choose?

23. Some people say that the plans of young people are usually similar to those of their close friends. Others disagree. We would like to check this out on a scientific basis and it will help us to do this if you would be willing to tell us the names of the juniors and seniors in this school who are your best friends. Would you also tell us the occupations you think these students plan to enter.

NAMES		OCCUPATIONS
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

24. We would like to send letters to some parents of high school students to find out how they feel toward education and certain occupations. Would you have any objections if we sent a questionnaire to your parents?

IF NO OBJECTIONS ASK: What is you father's name and address?

Is your mother's address the same as your father's?

_____YES

_____NO

IF NO, ASK: What is her name and address?

NAME____________________ I.D. NUMBER____________________ FORM A

EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS STUDY
Department of Education
Washington State University

Counselors and Administrators Questionnaire

A. Do you know this person well enough to give any opinions about (him)(her)?
____(1) yes ____(2) no

B. What is your impression of the intellectual ability of this person?
____(1) High ____(4) Below average
____(2) Above average ____(5) Poor
____(3) Average

C. In relation to (his)(her) ability (he) (she) is:
____(1) An over achiever
____(2) Average
____(3) An under achiever

D. What level of education do you think this person would be able to obtain?
____(1) Should probably drop out of high school
____(2) High school only
____(3) Junior College
____(4) College
____(5) Post graduate

E. Do you think this person should obtain some type of vocational or technical education?
____(1) yes ____(2) no
____(3) I don't know the student well enough to judge.

F. If yes, what type would you suggest?
____(1) Stenographer or typist
____(2) Clerical or business
____(3) Mechanical
____(4) Electrical
____(5) Other trades for men (e.g., carpentry, plumbing.)
____(6) Other trades for girls (e.g., hair dressing, practical nursing.)
____(7) Other (what?)________________________

G. Have you ever talked to this person about (his)(her) educational plans?
____(1) yes ____(2) no

If yes, did you:

H. Encourage to go to college
____(1) yes ____(2) no

I. Encourage to finish high school
____(1) yes ____(2) no

J. Encourage to attend vocational-technical school
____(1) yes ____(2) no

K. Have you ever talked to this person about (his)(her) occupational plans?
____(1) yes ____(2) no

If yes, did you:

L. Explain job requirements or duties
____(1) yes ____(2) no

M. Informed them of specific job opportunities
____(1) yes ____(2) no

N. Recommended specific occupations to (him) (her)
____(1) yes ____(2) no

O. Other
____

P. What type of work would you say this person is best suited for?
____(1) Professional
____(2) Managerial or administrative
____(3) Technical (lab technician, etc.)
____(4) Manual-skilled (carpenter, electrician, etc.)
____(5) Manual-unskilled
____(6) Clerical
____(7) Sales
____(8) Farm operator
____(9) Farm laborer
____(10) Other (specify)____________________

Q. Any other comments pertaining to educational or occupational abilities or prospects of this student.

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Educational and Occupational Plans of High School Students

Washington State University and the Washington State Office of Public Instruction are making a study of the factors which influence the educational and occupational plans of high school students. The results of this study will be used to plan educational programs that will help students reach their goals.

You can help in this work by taking a few minutes to answer the questions in this questionnaire. We will be grateful if you will do this.

The information you give will be used to check some ideas which people have about high school students and their parents. Some people say that nearly all parents want their children to go to college or take some other kind of schooling, but we are not sure this is the case. If the views of teenagers and their parents are not always the same, teachers and counselors can be more helpful to students if they know what the similarities and differences are. Facts about how much the desires of young people reflect the wishes of their parents will be helpful.

It will be greatly appreciated if you will take the time to fill out this questionnaire and return it in the enclosed postage-free envelope. Your replies will be handled in a confidential manner. We will use the information for statistical purposes only. We are not asking that names be placed on the questionnaires. This insures that the clerks who code the answers will not know whose questionnaires are being coded. The number which appears on the questionnaire will enable us to keep track of the returns as they come in, and thus avoid bothering you with a reminder if you have already returned your questionnaire.

Thank you for your cooperation.

Sincerely yours,

Roy T. Bowles
Staff Director

Form A
February, 1966

DEPARTMENT OF EDUCATION
WASHINGTON STATE UNIVERSITY

Educational and Occupational Plans of High School Students

Parent's Questionnaire

1. How many children in your family? (Include stepchildren and those no longer at home.) ____________________

2. How many of these were in high school any time during the 1965-66 school year? Boys__________ Girls__________

Now we would like to ask some questions concerning your feelings about the plans of your son or daughter who is a junior or senior in high school. IF YOU HAVE MORE THAN ONE CHILD IN THE ELEVENTH AND TWELFTH GRADES, Please answer these questions in terms of the oldest child who is in one of these grades. In each question, please circle the word "son" or "daughter" to indicate the sex of the child you are thinking of.

3. Mark the blank at the left of the phrase which best describes the highest level and type of education that you would like your son daughter (circle one) to achieve.

___(1) Quit high school and not go to any kind of school again.
___(2) Graduate from high school.
___(3) Attend a business or commercial school (not college level).
___(4) Attend a vocational or technical school (not college level).
___(5) Attend a junior college, take a business or commercial course.
___(6) Attend a junior college, take a vocational or technical course.
___(7) Attend a junior college, take a regular college course.
___(8) Attend a college of university.
___(9) Graduate from a college or university.
___(10) After graduating from college spend one or more years doing advanced study in a specialized field.
___(11) Other (what?) ____________________

4. What course of study would you like your son daughter (circle one) to take? That is, what would you like him or her to major in?

____

5. What occupation or line of work would you most like your son daughter (circle one) to go into?

____

6. In which of the following would you be willing and able to help your son daughter (circle one) financially? Mark all that apply.

___(1) Farming
___(2) College
___(3) Vocational schooling
___(4) Business schooling
___(5) Setting up a business of his or her own
___(6) None of the above

7. Now we would like to know your general feelings about certain aspects of work and education. Please circle a number to show whether or not each of the statements in this list agrees with your ideas of work and education. (If retired, please give the responses which you would have given prior to retirement.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
(a)	1	2	3	4	5	Everyone who possibly can should work.
(b)	1	2	3	4	5	Even if I were financially secure and did not need a job I would probably work.
(c)	1	2	3	4	5	It is a person's duty to work.
(d)	1	2	3	4	5	If I did not work I would feel that I was not leading a "right life."

(e)	1	2	3	4	5	I find it hard to respect a man who doesn't work.
(f)	1	2	3	4	5	If I were financially well off, I think I could lead a perfectly happy and satisfying life without working.
(g)	1	2	3	4	5	A person who has never worked has missed a valuable experience.
(h)	1	2	3	4	5	If a person can live the way he wants to without working there is no reason for him to work.
WOMEN ONLY:						
(i)	1	2	3	4	5	I would want my husband to do some kind of work even if he were financially secure and did not need a job.
(j)	1	2	3	4	5	The high school curriculum should be more directly related to specific jobs.
(k)	1	2	3	4	5	Every student should try to go to college; if he can't make it there he can always get an ordinary job.
(l)	1	2	3	4	5	There should be more emphasis on vocational and technical courses and less on college preparation.
(m)	1	2	3	4	5	Courses like welding and woodworking have no place in today's high school.
(n)	1	2	3	4	5	In modern society the skilled craftsman is as important as the scientist or the professional.
(o)	1	2	3	4	5	Students enrolled in vocational or technical courses generally don't have the ability to master college preparatory courses.
(p)	1	2	3	4	5	Shop courses are preparation for the kind of work many students will be doing.
(q)	1	2	3	4	5	Business courses like typing and shorthand are as important for girls as are college preparatory courses.
(r)	1	2	3	4	5	High school should do more to provide students with skills useful in jobs and schould not worry so much about college preparation.
(s)	1	2	3	4	5	I feel that formal education tends to take people away from their home communities and because of this it is undesirable.
(t)	1	2	3	4	5	I am opposed to formal education beyond high school.
(u)	1	2	3	4	5	I think that formal education is really very important.
(v)	1	2	3	4	5	I believe that the most important thing in formal education is the diploma or degree.
(w)	1	2	3	4	5	I expect my children to get all of the ecudation they can.

8. Please consider each occupation listed below and on the next page. Check a blank to show how you would feel if your son daughter (circle one) told you that he or she was going to choose this occupation as his or her life's work.

OCCUPATION	I would be very pleased	I would be pleased	I would be indifferent	I would be displeased	I would be very displeased
Agricultural research scientist	______	______	______	______	______
Aide in child care center	______	______	______	______	______
Airline pilot.	______	______	______	______	______
Airline stewardess	______	______	______	______	______
Automobile salesman.	______	______	______	______	______
Automobile mechanic	______	______	______	______	______
Banker	______	______	______	______	______
Bank teller	______	______	______	______	______
Beautician	______	______	______	______	______
Bookkeeper	______	______	______	______	______
Carpenter	______	______	______	______	______
Certified public accountant	______	______	______	______	______
Cook (restaurant)	______	______	______	______	______
College professor	______	______	______	______	______
Commercial artist	______	______	______	______	______
County agricultural agent	______	______	______	______	______
Computer programmer	______	______	______	______	______
Dentist	______	______	______	______	______
Dietician	______	______	______	______	______
Electrician	______	______	______	______	______
Elementary school teacher	______	______	______	______	______
Engineer	______	______	______	______	______
Factory manager	______	______	______	______	______
Farm operator	______	______	______	______	______
Foreman in factory.	______	______	______	______	______
Home demonstration agent	______	______	______	______	______
Hotel-motel clerk	______	______	______	______	______
Janitor	______	______	______	______	______
Lawyer	______	______	______	______	______
Life insurance salesman	______	______	______	______	______
Machine operator in factory	______	______	______	______	______
Maid - motel or hotel	______	______	______	______	______
Manager of department store	______	______	______	______	______
Manager of a loan company	______	______	______	______	______
Mechanical draftsman	______	______	______	______	______
Medical lab technologist	______	______	______	______	______
Minister, priest or rabbi	______	______	______	______	______
Nurse (R. N.)	______	______	______	______	______
Nurse's aide	______	______	______	______	______
Owner and operator of small business	______	______	______	______	______
Physical therapist	______	______	______	______	______
Physician	______	______	______	______	______
Plumber	______	______	______	______	______
Police officer	______	______	______	______	______
Psychologist.	______	______	______	______	______
Radio announcer	______	______	______	______	______
Recreational programs supervisor	______	______	______	______	______
Reporter on daily newspaper	______	______	______	______	______

OCCUPATION	I would be very pleased	I would be pleased	I would be indifferent	I would be displeased	I would be very displeased
Restaurant host or hostess	____	____	____	____	____
Sales person of farm supplies	____	____	____	____	____
Sales person in retail store	____	____	____	____	____
Secretary	____	____	____	____	____
Social worker	____	____	____	____	____
Tailor or dressmaker	____	____	____	____	____
Taxi driver	____	____	____	____	____
Truck driver	____	____	____	____	____
Veterinarian	____	____	____	____	____
Waiter or waitress	____	____	____	____	____
Warehouse worker	____	____	____	____	____
Welder	____	____	____	____	____
X-ray technician	____	____	____	____	____

9. Where do you live?
___(1) City of 150,000 or larger
___(2) City of 100,000 to 150,000
___(3) City of 50,000 to 100,000
___(4) City of 10,000 to 50,000
___(5) City of 2,500 to 10,000
___(6) Town under 2,500
___(7) On a farm
___(8) Country but not farm

10. If you live on a farm, do you own or rent the farm?
___(1) Own the farm
___(2) Rent the farm

11. If you live in town, do you own or rent the house in which you are living?
___(1) Own the house
___(2) Rent the house

12. The 1965 income for my family from all sources was: (if you do not know exactly, make the best guess you can).
___(1) Under $2,000
___(2) $2,000 - 2,999
___(3) $3,000 - 3,999
___(4) $4,000 - 4,999
___(5) $5,000 - 5,999
___(6) $6,000 - 7,499
___(7) $7,500 - 9,999
___(8) $10,000 - 14,999
___(9) $15,000 or over

13. In terms of income or wealth of families in my community, I think my family is:
___(1) Considerably above average
___(2) Somewhat above average
___(3) Average
___(4) Somewhat below average
___(5) Considerably below average

14. What kind of work do you do for a living? What is your job called, what kind of business or industry do you work in, and what do you do? (For example: "Carpenter, work on construction crew building new hourse;" "Sales clerk, wait on customers in a department store;" "Owner and operator of a grocery store.") Mothers: Give husband's occupation.

____

15. What kind of firm or outfit are you (or is your husband) associated with in your work?
___(1) Own business
___(2) Own farm
___(3) Own professional office
___(4) Small private firm, organization or factory (50 employees or less)
___(5) Large private firm, organization or factory (over 50 employees)
___(6) Educational institution
___(7) Social agency
___(8) Other non-profit organization (what?) ____________________
___(9) Government bureau or agency
___(10) Other (What?) ____________________

This questionnaire was completed by a ____ man ____ woman.

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

DIRECTIONS FOR COLLECTING GRADES AND I. Q. SCORES

Attached you will find forms designed for recording the grades and I. Q. scores of students. The names of several students are listed on these forms. Please check the school records for each student listed.

1. Record the cumulative grade point average if it is available. If it has not already been computed, leave this space blank.
2. Record the student's Intelligence test score (if available).
3. Record the name of the Intelligence test used. (This is necessary because scores on different tests do not mean exactly the same thing.)
4. Record the grades which the student received for the last semester. PLEASE BE CERTAIN TO LIST THE NUMBER OF CREDITS AND THE GRADE FOR EACH COURSE THE STUDENT WAS ENROLLED IN.
5. Please complete the information requested in the blanks below.

SCHOOL________________ NAME OF PERSON COMPLETING FORM________________

DATE________________

ENDING DATE OF LAST SEMESTER________________

IF SEMESTER GRADES ARE NOT COMPUTED IN YOUR SCHOOL, report grades for last grading period and complete blanks below.

LENGTH OF LAST GRADING PERIOD ________________

ENDING DATE OF LAST GRADING PERIOD ________________

6. Please complete the enclosed "Employee's Withholding Exemption Certificate - Form W-4" and return it with the forms. Make special note to record the number of hours worked. You will be paid $1.50 per hour.
7. Return all materials to:

Roy T. Bowles, Staff Director
Educational & Occupational Aspirations Study
Department of Education - Wilson Hall 6A
Washington State University
Pullman, Washington 99163

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS: GRADE & I.Q. FORM

CHECK ONE: Grades reported are for ____ semester

____ other grading period

NAME	CUMULATIVE GPA (if available)	I. Q. SCORE (if available)	NAME OF I. Q. TEST

GRADES FOR LAST SEMESTER OR GRADING PERIOD

COURSE	CREDITS	GRADE	COURSE	CREDITS	GRADE
1			5		
2			6		
3			7		
4			8		

NAME	CUMULATIVE GPA (if available)	I. Q. SCORE (if available)	NAME OF I. Q. TEST

GRADES FOR LAST SEMESTER OR GRADING PERIOD

COURSE	CREDITS	GRADE	COURSE	CREDITS	GRADE
1			5		
2			6		
3			7		
4			8		

NAME	CUMULATIVE GPA (if available)	I. Q. SCORE (if available)	NAME OF I. Q. TEST

GRADES FOR LAST SEMESTER OR GRADING PERIOD

COURSE	CREDITS	GRADE	COURSE	CREDITS	GRADE
1			5		
2			6		
3			7		
4			8		

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Dear Student:

Washington State University is making a scientific study of the factors that influence the educational and occupational desires and plans of high school juniors and seniors in the State of Washington.

We are going to ask about 4,000 students in schools all over the state to fill out this questionnaire. The information you and other students provide will help teachers and school officials plan educational programs that meet the needs of students. This information will also provide answers to scientific questions.

Previous research has shown that students with similar scholastic ability may have very different educational plans. There may be several reasons for this. These include family background, the attitudes of friends, personal experiences in the classroom, other school related activities, and encouragement from teachers, counselors, or others. We hope to be able to determine the importance of each of these things on the basis of answers to the questions in this questionnaire.

Names and addresses are desired so that research workers can contact some students later to ask additional questions which have a bearing on educational and occupational plans. Special precautions have been set up to insure that your replies will be kept confidential and not revealed to anyone. After you write your name and address on the card which is attached to the front of the questionnaire, remove this card and send it to the front of the room. All name cards will be placed in an envelope which will be sealed immediately. It will not be opened until it is delivered to Washington State University.

WORK RAPIDLY. DO NOT MULL OVER ANY QUESTION. If you are not sure about the meaning of a question just answer it in keeping with your general impression of what the question means. If you are not sure what answer is best, give the one that is closest to your own feelings or opinion and move on. Your first impressions are generally the best. Do not change your answer unless you feel it is absolutely necessary. Work as rapidly as you can without feeling rushed.

You are not required to answer this questionnaire or any question in it if you do not wish to do so. Participation is entirely voluntary. However, we hope that you will decide to cooperate by answering the questions frankly and honestly.

Thank you very much.

NAME ____

MAILING ADDRESS ____________________________________

____

NAME OF SCHOOL ____________________________________

AFTER WRITING YOUR NAME AND ADDRESS ON THIS CARD DETACH IT FROM THE QUESTIONNAIRE AND PASS IT TO THE FRONT OF THE ROOM.

December 1965
Form B

CONFIDENTIAL

DEPARTMENT OF EDUCATION
WASHINGTON STATE UNIVERSITY

Educational and Occupational Plans
of High School Students

01

FIRST, WE WANT TO ASK SOME GENERAL QUESTIONS ABOUT YOU AND YOUR BACKGROUND.

1. Sex

_______(1) Boy
_______(2) Girl

2. What grade are you in?

_______(1) 11th
_______(2) 12th

3. Course of study:

_______(1) General
_______(2) Vocational
_______(3) Academic (including college preparatory)
_______(4) Commercial
_______(5) Other (please specify ________________________________)

4. How old are you at your nearest birthday?

_______(1) 14 or younger
_______(2) 15
_______(3) 16
_______(4) 17
_______(5) 18
_______(6) 19 or older

5. Are you:

_______(1) The oldest child in your family
_______(2) The youngest child
_______(3) In between
_______(4) The only child

6. How many living brothers and sisters do you have?

____

7. Where do you live?

_______(1) City of 150,000 or larger
_______(2) City of 100,000 to 150,000
_______(3) City of 50,000 to 100,000
_______(4) City of 10,000 to 50,000
_______(5) City of 2,500 to 10,000
_______(6) Town under 2,500
_______(7) On a farm
_______(8) Country but not farm

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8. What is your race? (Optional.)

______(1) White
______(2) Negro
______(3) Oriental
______(4) American Indian
______(5) Other (what?) ______________________________

9. What is the marital status of your mother and father?

______(1) Both alive, living together
______(2) Both alive, separated
______(3) Both alive, divorced
______(4) Father not living
______(5) Mother not living
______(6) Neither father nor mother living

Some of the questions that follow ask about your father and mother. If you live with your stepfather or stepmother, substitute "stepfather" for "father" or "stepmother" for "mother."

10. What kind of work does your father do for a living? What is his job called, what kind of business or industry does he work in, and what does he do? (For example: "Carpenter, works on a construction crew building new houses"; "Sales clerk, waits on customers in a department store"; "Owner and operator of a grocery store.")

____

11. With what kind of firm or outfit is your father associated in his work?

______(1) Own business
______(2) Own farm
______(3) Own professional office
______(4) Small private firm, organization, or factory (less than 50 employees)
______(5) Large private firm, organization, or factory (50 employees or more)
______(6) Educational institution
______(7) Social Agency
______(8) Other nonprofit organization (what?) ______________________________
______(9) Government bureau or agency
______(10) Other (what?) ______________________________

12. How much education did your parents get?

Father	Mother	
_____	_____	(1) Eighth grade or less
_____	_____	(2) Some high school, but did not finish
_____	_____	(3) High school graduate
_____	_____	(4) Some college, but did not finish
_____	_____	(5) College graduate
_____	_____	(6) More than four years of college
_____	_____	(7) Don't know

13. Did your father attend a vocational or technical school?

______(1) Yes
______(2) No
______(3) I don't know

14. What are the occupations of the fathers of your three closest friends?

(1) ____

(2) ____

(3) ____

15. Approximately how many times did you change schools before you were 16 years of age (other than by graduation)?

_______(1) Never
_______(2) Once
_______(3) Two to four times
_______(4) Five to seven times
_______(5) More than seven times

16. When you finish your education do you want to live in the community in which you are living now?

_______(1) Yes
_______(2) No
_______(3) Not sure

17. Considering your future occupational plans, would you be able to do what you want to do in the community in which you are now living?

_______(1) Yes
_______(2) No
_______(3) I don't know

18. If you were asked to use one of these names to describe your family's social group, which would you say your family belonged to?

_______(1) Upper class
_______(2) Upper-middle class
_______(3) Middle class
_______(4) Lower-middle class
_______(5) Working class
_______(6) Lower class

19. People in all communities make judgments and evaluations of each other regarding their respective rank in the community. Some people are considered low, others are placed more toward the middle, while others are judged to be toward the top. Place an X in the box to the right that best reflects what you think is your family's general standing in your community. ("1" represents very low standing and "10" represents very high standing.)

10	☐	Above average
9	☐	
8	☐	
7	☐	
6	☐	
5	☐	Average
4	☐	
3	☐	
2	☐	
1	☐	Below average

20. How confident are you that this is where other people in your community would rank your folks?

_______(1) Very sure
_______(2) Slightly sure
_______(3) Not very sure
_______(4) Not sure at all

21. Now place an X in the box at the right that best reflects the standing that you hope to achieve in the community in which you live when you become fully established in your own home or occupation. (Again, "1" represents very low standing and "10" represents very high standing.)

10 ☐ Above average
9 ☐
8 ☐
7 ☐
6 ☐
5 ☐ Average
4 ☐
3 ☐
2 ☐
1 ☐ Below average

NOW WE WOULD LIKE TO KNOW SOMETHING ABOUT YOUR EDUCATIONAL PLANS AND DESIRES BEYOND HIGH SCHOOL, AS WELL AS YOUR ATTITUDES AND ACTIVITIES AS THESE RELATE TO HIGH SCHOOL

22. Mark the boxes at the left of the phrases that best describe what you would like in the way of future education. (Mark all that apply.)

_______(1) Quit high school and not go to any kind of school again
_______(2) Graduate from high school
_______(3) Attend a business or commercial school (not college level)
_______(4) Attend a technical or vocational school (not college level)
_______(5) Attend a junior college - take a business or commercial course
_______(6) Attend a junior college - take a vocational or technical course
_______(7) Attend a junior college - take a regular college course
_______(8) Attend a college or university
_______(9) Graduate from a college or university
_______(10) After graduating from college, spend one or more years doing advanced study in a specialized field
_______(11) Other (what?) ____

23. How certain are you that this is what you want to do about further education?

_______(1) Very sure
_______(2) Fairly sure
_______(3) Not at all sure

24. Mark the blanks at the left of the phrases which describe the education you think you will actually be able to get. (Mark all that apply.)

_______(1) Quit high school and not go to any kind of school again
_______(2) Graduate from high school
_______(3) Attend a business or commercial school (not college level)
_______(4) Attend a technical or vocational school (not college level)
_______(5) Attend a junior college - take a business or commercial course
_______(6) Attend a junior college - take a vocational or technical course
_______(7) Attend a junior college - take a regular college course
_______(8) Attend a college or university
_______(9) Graduate from a college or university
_______(10) After graduating from college, spend one or more years doing advanced study in a specialized field
_______(11) Other (what?) ____

25. How certain are you that you will actually get the highest level of education you checked in question 24?

_______(1) Not very certain
_______(2) Chances are 50-50
_______(3) Probably will
_______(4) Practically certain

26. ANSWER ONLY IF YOU ARE NOT PLANNING TO GO TO COLLEGE. Would you go to college if your parents could afford to send you?

_______(1) Yes
_______(2) No

27. ANSWER ONLY IF YOU WOULD LIKE TO TAKE VOCATIONAL, TECHNICAL, OR BUSINESS TRAINING, BUT DO NOT PLAN TO: Would you take vocational, technical, or business training if your parents could afford to pay for it?

_______(1) Yes
_______(2) No

28. On your last report card did you get mostly: (Check only one.)

_______(1) A's
_______(2) A's and B's
_______(3) B's
_______(4) B's and C's
_______(5) C's
_______(6) C's and D's
_______(7) D's
_______(8) D's and F's

29. How many high school activities are you active in and how many organizations do you belong to? (For example: Athletics, Music, Dramatics, Debate, School paper or annual, Student government, FFA or FHA, Hobby clubs, and any other clubs or organizations.)

____

30. Which of the following best describes your relationship with persons of the opposite sex? (Mark only one.)

_______(1) Married
_______(2) Formally engaged
_______(3) Not formally engaged, but have definite understanding to be married soon
_______(4) Going steady
_______(5) Date frequently
_______(6) Date occasionally
_______(7) Have some dates, but very few
_______(8) Do not date

31. GIRLS ONLY. BOYS GO DIRECTLY TO QUESTION 32.
If you are married or expect to get married soon, what occupation does (or will) your husband have?

____

02

HOW DO YOU THINK YOUR CLOSEST FRIEND WOULD RATE YOU IN THE FOLLOWING THINGS?

32. What kind of grades does your closest friend think you are capable of getting?

_______(1) Mostly A's
_______(2) Mostly B's
_______(3) Mostly C's
_______(4) Mostly D's
_______(5) Mostly F's

33. How would your closest friend rate you in school ability compared with those in your class at school?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

34. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How would your closest friend rank your capability for completing such advanced work?

_______(1) Very capable
_______(2) Somewhat capable
_______(3) Average capability
_______(4) Incapable
_______(5) Very incapable

35. Does your closest friend think you have the ability to complete college?

_______(1) Yes, definitely
_______(2) Yes, probably
_______(3) Not sure either way
_______(4) Probably not
_______(5) No

36. How do you think your closest friend would grade your work?

_______(1) Excellent
_______(2) Good
_______(3) Average
_______(4) Below average
_______(5) Much below average

37. Where do you think your closest friend would rank you in your class in high school?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

38. How do you think your closest friend would rate you in school ability compared with your other close friends?

_______(1) The best
_______(2) Better than most
_______(3) About the same
_______(4) Not as good as most
_______(5) The poorest

39. Where do you think your closest friend would rank you in your class in college (if you actually go)?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

NOW WE WOULD LIKE TO KNOW SOMETHING ABOUT YOUR JOB-RELATED DESIRES, PLANS AND ATTITUDES.

BOYS ONLY. GIRLS GO TO QUESTION 45.

40. Most students have daydreams about what they would like to be and do when they are adults. What kind of occupation would you most like to have as your career if you could do whatever you chose? (Please be specific:)

____

41. How sure are you that this is the occupation you will actually have?
_______(1) Very sure
_______(2) Fairly sure
_______(3) Not at all sure

42. How sure are you that you know what kind of occupation you really want as a life-long career?

_______(1) Absolutely certain
_______(2) Quite certain
_______(3) Somewhat certain
_______(4) Very uncertain

43. Now, leaving your daydreams and wishes aside, what occupation do you really plan to have as your career?

____

_______(a) I have no definite plans

44. How often do you worry because you are not quite certain what you want in the way of an occupational career?

_______(1) Almost all the time
_______(2) Quite often
_______(3) Sometimes
_______(4) Seldom
_______(5) Never

GIRLS ONLY. BOYS GO TO QUESTION 52.

45. Which of the following statements best describes what you think your interests and desires will be for most of your adult life?

_______(1) Homemaking will be my major interest. I will not want to work at all after I am married.

_______(2) Homemaking will be my major interest, but I will want to work occasionally or work part time.

_______(3) Homemaking will be my major interest, but I will also want to work most of the time.

_______(4) Work will be my major interest but I will also want to have a family and be a homemaker.

_______(5) Work will be my major interest. I will not want to spend much effort in homemaking.

_______(6) Work will be my only interest. I will not want to spend much effort in homemaking.

GIRLS ONLY, continued. BOYS GO TO QUESTION 52.

46. If you checked 2, 3, 4, 5, or 6 in question 45, what occupation would you most want to have?

____

47. Do you actually expect to work after you finish your education?

_______(1) No
_______(2) Yes

48. If yes, what kind of job or occupation do you expect to have?

____

49. Do you agree or disagree with the following statements? Circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	The abilities of women too often go unrecognized.
(b)	1	2	3	4	5	Women should be allowed to compete on equal terms with men in the occupational world.
(c)	1	2	3	4	5	The place for the adult female is in the home.
(d)	1	2	3	4	5	There would probably be fewer problems in the world if women had as much say-so in running things as men.
(c)	1	2	3	4	5	It is natural for women to have occupational positions which are inferior to those of men.

50. Do you feel that you personally will be prevented from realizing your educational or occupational ambitions because you are a female?

_______(1) Yes
_______(2) No

51. How do you personally feel about competing with males in the occupational world?

_______(1) Would like it very much
_______(2) Would like it somewhat
_______(3) Wouldn't make much difference
_______(4) Wouldn't usually like it
_______(5) Would never like it

52. Have you worked at all during the past year?

_______(1) Yes
_______(2) No

53. If you have worked, was the work that you did related to the kind of work you want as your career?

_______(1) Yes
_______(2) No

54. If yes, did this work change or influence your vocational preference?

______(1) Yes
______(2) No

BOYS ONLY. GIRLS GO TO QUESTION 57.

55. People have different opinions about the importance of a man's job. We would like to know high school students' opinions about this. Please indicate how you feel about the following statements by circling the appropriate number. Although it is possible that you may agree with a statement as it applies to most cases but can think of one or two exceptions, indicate how you feel about the statement as a general rule. Circle the appropriate number for each statement.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	The most important thing in a man's life is his occupation.
(b)	1	2	3	4	5	Many times it is more important to have time for recreation than it is to work hard and achieve occupational advancement.
(c)	1	2	3	4	5	A man should always accept an occupational promotion even if this means moving to a strange community away from his close friends.
(d)	1	2	3	4	5	A man who already has a secure job with a modest income is foolish to go back to school even if additional education is necessary before he can expect to have a better job.
(e)	1	2	3	4	5	A man should be willing to give up time with his family and devote it to his job if this will help his occupational advancement.
(f)	1	2	3	4	5	A man should try hard to get farther ahead in the world than his parents.
(g)	1	2	3	4	5	The most important purpose of education is to prepare people for success.

56. When the time comes for you to take a job, would you take a job that required you to move far away from your community and parents?

______(1) Definitely take the job
______(2) Probably take the job
______(3) Probably turn the job down
______(4) Definitely turn the job down

57. BOYS:

Below are several pairs of occupations. The income for the two occupations in each pair is approximately equal. Please consider each pair of occupations and answer the following question: If you had to work in one or the other of these occupations as your life's work, which of the occupations in each pair would you choose? Please circle a number in each pair.

GIRLS:

Below are several pairs of occupations. The income for the two occupations in each pair is approximately equal. Please consider each pair of occupations and answer the following question: If your husband had to work in one or the other of these occupations as his life's work, which one of the occupations in each pair would you most like him to have? (Assume that he would be equally happy working at either job.) Please circle a number in each pair.

(a) 1. Railroad brakeman
    2. Draftsman

(b) 1. Clergyman (minister, priest, rabbi)
    2. Upholsterer

(c) 1. Plumber
    2. Photographer

(d) 1. Radio operator
    2. Locomotive fireman

(e) 1. Long shoreman or stevedore
    2. Bookkeeper

(f) 1. Foreman in a factory
    2. Editor or reporter

(g) 1. High school teacher
    2. Electrician

(h) 1. Tool and die maker
    2. Insurance agent

(i) 1. Cabinet maker
    2. Bank teller

(j) 1. College professor
    2. Locomotive engineer

(k) 1. Bus driver
    2. Manager of a service station

(l) 1. Medical or dental technician
    2. Baker

03

NOW WE WANT TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR OPINIONS.

Students have different opinions of their abilities. We would like to know how you evaluate your ability.

58. Where do you think you would rank in your class in high school?

______(1) Among the best
______(2) Above average
______(3) Average
______(4) Below average
______(5) Among the poorest

59. Do you find yourself day-dreaming about the type of person you expect to be in the future?

______(1) Very often
______(2) Sometimes
______(3) Rarely or never

60. Do you think you have the ability to complete college?

______(1) Yes, definitely
______(2) Yes, probably
______(3) Not sure either way
______(4) Probably not
______(5) No

This is not the end of the questionnaire. Please turn it around and answer the succeeding pages.

61. How important to you personally is it to get ahead in life?

_______(1) Very important
_______(2) Fairly important
_______(3) Not very important
_______(4) Very unimportant

62. How do you rate yourself in school ability compared with those in your class at school?

_______(1) I am among the best
_______(2) I am above average
_______(3) I am average
_______(4) I am below average
_______(5) I am among the poorest

63. How much does it bother you to find that someone has a poor opinion of your intellectual abilities?

_______(1) Bothers me very much
_______(2) Bothers me somewhat
_______(3) Bothers me a little

64. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

_______(1) My work is excellent
_______(2) My work is good
_______(3) My work is average
_______(4) My work is below average
_______(5) My work is much below average

65. What kind of grades do you think you are capable of getting?

_______(1) Mostly A's
_______(2) Mostly B's
_______(3) Mostly C's
_______(4) Mostly D's
_______(5) Mostly F's

66. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How capable do you think you are of completing such advanced work?

_______(1) Very capable
_______(2) Somewhat capable
_______(3) Not sure if you are capable
_______(4) Incapable
_______(5) Very incapable

67. Where do you think you would rank in your class in college (if you actually go)?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

68. How do you rate yourself in school ability compared with your close friends?

_______(1) I am the best
_______(2) I am better than most
_______(3) I am about the same
_______(4) I am not as good as most
_______(5) I am the poorest

All high school students have ambitions and plans for life beyond high school. Your future occupational career and additional education are often included in these ambitions. There are people who say, however, that some students have more opportunities to realize their ambitions than others. How do you feel about the following statements?

69. Do you think you will be kept from achieving your educational or occupational desires because of your race?

_______(1) Yes
_______(2) No
_______(3) Uncertain

70. Do you think you will be kept from achieving your educational or occupational desires because of your family background?

_______(1) Yes
_______(2) No
_______(3) Uncertain

71. Do you think you will be kept from achieving your educational or occupational desires because of your parents' insufficient income?

_______(1) Yes
_______(2) No
_______(3) Uncertain

72. Do you think you will be kept from achieving your educational or occupational desires because of your religion?

_______(1) Yes
_______(2) No
_______(3) Uncertain

73. Studies show that adults in different occupations respond differently to most of the following statements and we would like to know if students with different educational and occupational plans also respond differently. Please indicate whether you agree or disagree with the following statements by circling the appropriate number. Although you may not completely agree or disagree with a statement, give the answer that comes closest to your own feelings.

	(1) Agree	(2) Disagree	
(a)	1	2	Most public officials are not really interested in the problems of the average man.
(b)	1	2	Teenagers should not be permitted to drive.
(c)	1	2	These days a person doesn't know whom he can count on.
(d)	1	2	Anyone who has the ability should have the opportunity to get a college education.
(e)	1	2	Nowadays a person has to live pretty much for today and let tomorrow take care of itself.
(f)	1	2	Everyone can be trusted.
(g)	1	2	In spite of what some people say, the lot of the average man is getting worse, not better.
(h)	1	2	Individuals have more freedom under a democracy than under a dictatorship.
(i)	1	2	Most people don't really care what happens to the next fellow.

74. Do you agree or disagree with the following statements? Please circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Slightly agree	(4) Slightly disagree	(5) Disagree	(6) Strongly disagree	
(a)	1	2	3	4	5	6	I wish my father (or mother) had a better job.
(b)	1	2	3	4	5	6	I wish I lived in a nicer house.
(c)	1	2	3	4	5	6	The neighborhood I live in is not as nice as I would like.
(d)	1	2	3	4	5	6	My father's standing in the community is lower than the fathers' standing of my friends.
(e)	1	2	3	4	5	6	I wish I had nicer clothes.
(f)	1	2	3	4	5	6	The town I live in is a nice place to live.
(g)	1	2	3	4	5	6	I am sometimes embarrassed because I have to do without things that other kids have.
(h)	1	2	3	4	5	6	I am sometimes embarrassed because my folks do not have a car or because the car they have is not as nice as I would like.

75. How often do you have the feelings described below? Please circle the appropriate number.

	(1) Often	(2) Sometimes	(3) Never	
(a)	1	2	3	I feel bad because I don't have as much money to spend as most other kids do.
(b)	1	2	3	I have a hard time because it seems that my folks hardly ever have enough money.
(c)	1	2	3	I try to keep boys and girls away from my house because it isn't as nice as theirs.
(d)	1	2	3	I have to do without things that I like because my folks can't afford them.

WE NOW WANT TO ASK YOU SOME QUESTIONS ABOUT SITUATIONS THAT SOMETIMES OCCUR IN OCCUPATIONS AND IN EDUCATIONAL INSTITUTIONS. Many people find themselves in these kinds of situations every day, and many have a hard time choosing between the alternatives available. Although you may never find yourself in any of these exact situations, you will probably find yourself in similar situations several times during your life. In any case, we would like to know what you think about the following problems.

76. Joe Smith is in charge of the desk at the school library. A certain book is in very heavy demand. Joe's close friend, Jack Jones, is pressed for time and can only use the book at a certain hour. Jack suggests that Joe hide the book for a while before his arrival so that he will be sure to get it. Jack needs it badly. What right does Jack have to expect Joe to hide the book?

_______(1) He has a definite right as a friend to expect Joe to hide the book for him.
_______(2) He has some right as a friend to expect Joe to hide the book for him.
_______(3) He has no right as a friend to expect Joe to hide the book for him.

77. If you were Joe Smith, would you hide the book in view of your obligations to Jack as a friend and your obligations to the library?

_______(1) Yes
_______(2) No

78. Doctor X is a doctor for an insurance company. He examines a close friend who is getting old and needs more insurance. He finds that his friend is in pretty good shape, but is doubtful on one or two minor points which are difficult to diagnose. What right does Doctor X's friend have to expect Doctor X to shade the doubts in his favor?

_______(1) He would have a definite right as a friend to expect Doctor X to shade the doubts in his favor.
_______(2) He would have some right as a friend to expect Doctor X to shade the doubts in his favor.
_______(3) He would have no right as a friend to expect Doctor X to shade the doubts in his favor.

79. If you were Doctor X, do you think you would shade the doubts in favor of your friend?

_______(1) Yes
_______(2) No

80. John Brown is a New York drama critic. Henry Long, a close friend of his, has invested all his savings in a new Broadway play. Brown really thinks the play is no good. What right does Long have to expect Brown to go easy on the play in his review?

_______(1) He has a definite right as a friend to expect Brown to go easy on his play.
_______(2) He has some right as a friend to expect Brown to go easy on his play.
_______(3) He has no right as a friend to expect Brown to go easy on his play.

81. If you were in Brown's shoes, would you go easy on Long's play in your review in view of your obligations to your readers and your obligations to Long, your friend?

_______(1) Yes
_______(2) No

82. Smith and Jones share a partnership in a department store. They wish to hire a young man to manage part of the operation. They received two applications for the position. Applicant A had the best test scores and his work experience was what Smith and Jones wanted. Smith wanted to hire Applicant A. Jones wanted to hire Applicant B. Jones argued that because Applicant A came from another community, and because B and his father were close friends of Smith and Jones, they were obligated to give the job to B. Whom do you agree with?

_______(1) Smith
_______(2) Jones

83. Mr. Davis teaches high school mathematics. He has a pupil, Tom Black, who is failing Mr. Davis' course. Because Mr. Davis and Tom's parents are close friends, Mr. Davis has gotten to know Tom quite well. He knows that Tom is one of the brightest students in his class and that he is doing poor work because he must work at night to help support his family. Since the school policy requires Davis to flunk a certain number of students each term, he will have to flunk some other student who is really passing if he passes Tom. What do you think Mr. Davis should do?

_______(1) Pass Tom and flunk the other student
_______(2) Flunk Tom and pass the other student

ONLY FOR THOSE WHO HAVE AT LEAST ONE BROTHER OR SISTER. OTHERS GO TO QUESTION 85.

84. Everything considered, one or more brothers or sisters has a happier life with your family than you have.

_______(1) Completely agree
_______(2) Agree
_______(3) Agree a little
_______(4) Disagree a little
_______(5) Disagree
_______(6) Completely disagree

85. Which parent do you think you resemble most in personality?

_______(1) Mother
_______(2) Father

NOW WE WANT TO ASK SOME QUESTIONS ABOUT YOUR PARENTS.

Some people believe that the way a teenager thinks his parents assess his ability will influence his educational and occupational ambitions and plans. Some people also believe that the relationship between parents and teenagers influences teenagers' ambitions and plans. We would like to check on these beliefs by having you answer the following questions.

FIRST SOME QUESTIONS ABOUT YOUR FATHER. IF YOU LIVE WITH YOUR STEPFATHER, ANSWER IN TERMS OF YOUR STEPFATHER.

86. Where do you think your father would rank you in your class in high school?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

87. My father tries to understand my problems.

_______(1) Always
_______(2) Most of the time, but not always
_______(3) Sometimes
_______(4) Very rarely or never

88. What kind of grades does your father think you are capable of getting?

_______(1) Mostly A's
_______(2) Mostly B's
_______(3) Mostly C's
_______(4) Mostly D's
_______(5) Mostly F's

89. My father lets me know that he loves me.

_______(1) Frequently
_______(2) Sometimes, but not very often
_______(3) On rare occasions
_______(4) Never

90. How do you think your father would rate you in school ability compared with your close friends?

_______(1) The best
_______(2) Better than most
_______(3) About the same
_______(4) Not as good as most
_______(5) The poorest

91. How do you think your father would grade your work?

_______(1) Excellent
_______(2) Good
_______(3) Average
_______(4) Below average
_______(5) Much below average

92. How close would you say you were to your father?

_______(1) Extremely close
_______(2) Very close
_______(3) Considerably close
_______(4) Somewhat close
_______(5) A little close
_______(6) Not close at all

93. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How would your father rank your capability for completing such advanced work?

_______(1) Very capable
_______(2) Somewhat capable
_______(3) He would not be sure if I am capable
_______(4) Incapable
_______(5) Very incapable

94. It helps me just to talk with my father when I am nervous or upset about something.

_______(1) Always
_______(2) Most of the time
_______(3) Sometimes
_______(4) Very rarely or never
_______(5) I never talk with my father

95. How would your father rate you in school ability compared with those in your class at school?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

96. My father is an easy person to talk with.

_______(1) Always
_______(2) Most of the time, but not always
_______(3) Sometimes, but not very often
_______(4) Rarely or never

97. Does your father think you have the ability to complete college?

_______(1) Yes, definitely
_______(2) Yes, probably
_______(3) Not sure either way
_______(4) Probably not
_______(5) No

98. Where do you think your father would rank you in your class in college (if you actually go)?

_______(1) Among the best
_______(2) Above average
_______(3) Average
_______(4) Below average
_______(5) Among the poorest

99. My father feels warm and affectionate toward me.

_______(1) Rarely or never
_______(2) Sometimes, but not very often
_______(3) Most of the time, but not always
_______(4) Always

100. In comparison to your friends and their relationship with their fathers, how close do you think you are to your father?

_______(1) Much less close than most of my friends
_______(2) Somewhat less close than most of my friends
_______(3) About the same as most of my friends
_______(4) Somewhat closer than most of my friends
_______(5) Much closer than most of my friends

NOW WE WANT TO ASK SOME QUESTIONS ABOUT YOUR MOTHER. IF YOU LIVE WITH YOUR STEPMOTHER, ANSWER IN TERMS OF YOUR STEPMOTHER.

101. My mother tries to understand my problems.

_______(1) Always
_______(2) Most of the time, but not always
_______(3) Sometimes
_______(4) Very rarely or never

102. My mother lets me know that she loves me.

_______(1) Frequently
_______(2) Sometimes, but not very often
_______(3) On rare occasions

103. How close would you say you were to your mother?

_______(1) Extremely close
_______(2) Very close
_______(3) Considerably close
_______(4) Somewhat close
_______(5) A little close
_______(6) Not close at all

104. It helps me just to talk with my mother when I am nervous or upset about something.

_______(1) Always
_______(2) Most of the time
_______(3) Sometimes
_______(4) Very rarely or never
_______(5) I never talk with my mother

105. My mother is an easy person to talk with.

_______(1) Always
_______(2) Most of the time
_______(3) Sometimes, but not very often
_______(4) Rarely or never

106. My mother feels warm and affectionate toward me.

_______(1) Rarely or never
_______(2) Sometimes, but not very often
_______(3) Most of the time, but not always
_______(4) Always

107. In comparison to your friends and their relationship with their mothers, how close do you think you are to your mother?

_______(1) Much less close than most of my friends
_______(2) Somewhat less close than most of my friends
_______(3) About the same as most of my friends
_______(4) Somewhat closer than most of my friends
_______(5) Much closer than most of my friends

04

108. Do you agree or disagree with the following statements? Circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	When I make plans, I am fairly sure that I can make them work.
(b)	1	2	3	4	5	It is not wise to plan too far ahead because most things turn out to be a matter of good or bad fortune anyhow.
(c)	1	2	3	4	5	People are lonely because they don't try to be friendly.
(d)	1	2	3	4	5	There's not much use in trying to please people; if they like you, they like you.
(e)	1	2	3	4	5	Many times I feel that I have little influence over the things that happen to me.
(f)	1	2	3	4	5	I do not believe that chance and luck are very important in life.
(g)	1	2	3	4	5	I have usually found that what is going to happen will happen, no matter what I do.
(h)	1	2	3	4	5	Many times I might just as well decide what to do by flipping a coin.
(i)	1	2	3	4	5	Becoming a success is a matter of hard work; luck has little or nothing to do with it.
(j)	1	2	3	4	5	Getting a good job depends mainly on being in the right place at the right time.
(k)	1	2	3	4	5	Most of the unhappy things in my life have been due to bad luck.
(l)	1	2	3	4	5	Most people don't realize how much their lives are the result of accidental happenings.

109. **Do you agree or disagree with the following statements?** Circle the appropriate number.

	(1) Strongly agree	(2) Agree	(3) Neither agree nor disagree	(4) Disagree	(5) Strongly disagree	
(a)	1	2	3	4	5	High school should be more concerned with developing social and personal skills; less concerned with developing vocational skills
(b)	1	2	3	4	5	There is too much emphasis on extra-curricular activities in high school, and not enough emphasis on developing job-related abilities.
(c)	1	2	3	4	5	In high school there should be more courses to prepare students for jobs in the outside world and fewer purely "academic" courses such as literature and history.
(d)	1	2	3	4	5	The primary function of a high school education should be to teach occupational skills.
(e)	1	2	3	4	5	High schools should be concerned more with occupational training than with preparation for college.
(f)	1	2	3	4	5	High schools should be more concerned with sponsoring activities that allow students to make friends with other students than with teaching vocational skills.

DEPARTMENT OF EDUCATION

WASHINGTON STATE UNIVERSITY

EDUCATIONAL AND OCCUPATIONAL PLANS
OF HIGH SCHOOL STUDENTS

JANUARY 1966
STUDENT INTERVIEW

I.D. NO.____________________ DATE ____________________

INTERVIEWER'S NAME ____________________ TIME (MINUTES)__________

HELLO, GOOD MORNING, GOOD AFTERNOON, ETC. I am ____________________ from Washington State University. As you know Washington State University is conducting a study of the educational and occupational plans of young people. You may recall filling out a questionnaire a few weeks ago. I'd like to ask you a few additional questions. Your answers will be confidential. Do you mind being interviewed?

IF CONSENTS: First let me get some general information about you.

1. How old will you be on your next birthday?

2. When is your next birthday?

3. Are you a junior or a senior? ____JUNIOR ____SENIOR

4. INTERVIEWER: CHECK ONE. ____MALE ____FEMALE

5. Now, what would you like to do about your future education if you had a free choice? INTERVIEWER: PROBE AND CODE TO THE FOLLOWING CATEGORIES. MARK THE HIGHEST LEVEL MENTIONED.

____(1) QUIT HIGH SCHOOL AND NOT GO TO ANY KIND OF SCHOOL AGAIN.
____(2) GRADUATE FROM HIGH SCHOOL.
____(3) ATTEND A BUSINESS OR COMMERCIAL SCHOOL (NOT COLLEGE LEVEL)
____(4) ATTEND A TECHNICAL OR VOCATIONAL SCHOOL (NOT COLLEGE LEVEL)
____(5) ATTEND A JUNIOR COLLEGE, TAKE A BUSINESS OR COMMERCIAL COURSE
____(6) ATTEND A JUNIOR COLLEGE, TAKE A VOCATIONAL OR TECHNICAL COURSE
____(7) ATTEND A JUNIOR COLLEGE, TAKE A REGULAR COLLEGE COURSE
____(8) ATTEND A COLLEGE OR UNIVERSITY
____(9) GRADUATE FROM A COLLEGE OR UNIVERSITY
____(10) AFTER GRADUATING FROM COLLEGE SPEND ONE OR MORE YEARS DOING ADVANCED STUDY IN A SPECIALIZED FIELD.
____(11) OTHER (WHAT?) ____________________

FORM B

Now we would like to know something about your job-related desires, plans and attitudes.

BOYS ONLY:

6. Most students have daydreams about what they would like to be and do when they are adults. What kind of occupation would you most like to have as your career if you could do whatever you chose? (Please be specific.)

____

6a. Why does this occupation appeal to you?

7. Now, leaving your daydreams and wishes aside, what occupation do you really plan to have as your career?

____(1) ____
____(2) I HAVE NO PLANS

GIRLS ONLY:

8. I now want to show you a card. HAND STUDENT CARD NO. I. On this card there are six different things that you can do during your adult life--be a homemaker and not work to having a career without ever marrying. Look at each alternative carefully and tell me the number of the one alternative that you think best describes what you think your interests and desires will be for most of your adult life? INTERVIEWER: RECORD STUDENT'S RESPONSE BELOW.

____(1) HOMEMAKING WILL BE MY MAJOR INTEREST. I WILL NOT WANT TO WORK AT ALL AFTER I AM MARRIED.

____(2) HOMEMAKING WILL BE MY MAJOR INTEREST, BUT I WILL WANT TO WORK OCCASIONALLY OR WORK PART TIME.

____(3) HOMEMAKING WILL BE MY MAJOR INTEREST BUT I WILL ALSO WANT TO WORK MOST OF THE TIME.

____(4) WORK WILL BE MY MAJOR INTEREST BUT I WILL ALSO WANT TO HAVE A FAMILY AND BE A HOMEMAKER.

____(5) WORK WILL BE MY MAJOR INTEREST. I WILL NOT WANT TO SPEND MUCH EFFORT IN HOMEMAKING.

____(6) WORK WILL BE MY ONLY INTEREST. I DON'T WANT TO MARRY AND BE A HOMEMAKER.

9. IF RESPONDENT ANSWERS QUESTION 8 WITH 2, 3, 4, 5 OR 6 ASK: What occupation would you most want to have?

____

CARD I

1. Homemaking will be my major interest; I will not want to work at all after I am married.

2. Homemaking will be my major interest but I will want to work occasionally or work part time.

3. Homemaking will be my major interest but I will also want to work most of the time.

4. Work will be my major interest but I will also want to have a family and be a homemaker.

5. Work will be my major interest. I will not want to spend much effort in homemaking.

6. Work will be my only interest. I don't want to marry and be a homemaker.

We want to know how students think their mothers feel about their ability. HAND STUDENT CARD II. When I read you a question you look at the answers on this card and tell me the answer that you think is most like your mother's feelings.

Question 10. What kind of grades do you think your mother thinks you are capable of getting?

_____(1) MOSTLY A'S
_____(2) MOSTLY B'S
_____(3) MOSTLY C'S
_____(4) MOSTLY D'S
_____(5) MOSTLY F'S

Question 11. How do you think your mother rates you in school ability compared with those in your class at school?

_____(1) AMONG THE BEST
_____(2) ABOVE AVERAGE
_____(3) AVERAGE
_____(4) BELOW AVERAGE
_____(5) AMONG THE POOREST

Question 12. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How do you think your mother would rank your capabilities for completing such advanced work?

_____(1) VERY CAPABLE
_____(2) SOMEWHAT CAPABLE
_____(3) AVERAGE CAPABILITY
_____(4) INCAPABLE
_____(5) VERY INCAPABLE

Question 13. Do you think your mother thinks you have the ability to complete college?

_____(1) YES, DEFINITELY
_____(2) YES, PROBABLY
_____(3) NOT SURE EITHER WAY
_____(4) PROBABLY NOT
_____(5) NO

Question 14. How do you think your mother would grade your work?

_____(1) EXCELLENT
_____(2) GOOD
_____(3) AVERAGE
_____(4) BELOW AVERAGE
_____(5) MUCH BELOW AVERAGE

CARD II

1. Mostly A's
2. Mostly B's
3. Mostly C's
4. Mostly D's
5. Mostly F's

11.

1. Among the best
2. Above average
3. Average
4. Below average
5. Among the poorest

12.

1. Very capable
2. Somewhat capable
3. Average capability
4. Incapable
5. Very incapable

13.

1. Yes, definitely
2. Yes, probably
3. Not sure either way
4. Probably not
5. No

14.

1. Excellent
2. Good
3. Average
4. Below average
5. Much below average

15.

1. Among the best
2. Above average
3. Average
4. Below average
5. Among the poorest

16.

1. The best
2. Above average
3. Average
4. Below average
5. The poorest

17.

1. Among the best
2. Above average
3. Average
4. Below average
5. Among the poorest

Question 15. Where do you think your mother would rank you in your class in high school?

_____(1) AMONG THE BEST
_____(2) ABOVE AVERAGE
_____(3) AVERAGE
_____(4) BELOW AVERAGE
_____(5) AMONG THE POOREST

Question 16. How do you think your mother would rate you in school ability compared to your close friends?

_____(1) THE BEST
_____(2) ABOVE AVERAGE
_____(3) AVERAGE
_____(4) BELOW AVERAGE
_____(5) THE POOREST

Question 17. Where do you think your mother would rank you in your class in college (if you actually go)?

_____(1) AMONG THE BEST
_____(2) ABOVE AVERAGE
_____(3) AVERAGE
_____(4) BELOW AVERAGE
_____(5) AMONG THE POOREST

18. People in all communities make judgements of each other regarding their rank in the community. Some people are considered low, others are placed toward the middle, others are judged to be toward the top. Here is a card with ten boxes on it. HAND RESPONDENT CARD III. Number "1" represents very low standing, number "10" represents very high standing. Please tell me the number of the box that you think best reflects the standing of your family in the community.

10	☐	Above average
9	☐	
8	☐	
7	☐	
6	☐	
5	☐	Average
4	☐	
3	☐	
2	☐	
1	☐	Below average

B

CARD III

10 ☐ Above average
9 ☐
8 ☐
7 ☐
6 ☐
5 ☐ Average
4 ☐
3 ☐
2 ☐
1 ☐ Below average

19. Now place an x in the box at the right that best replects the standing that you hope to achieve in the community in which you live when you become fully established in your own home or occupation. (Again, "1" represents very low standing and "10" represents very high standing.)

10	☐	**Above average**
9	☐	
8	☐	
7	☐	
6	☐	
5	☐	**Average**
4	☐	
3	☐	
2	☐	
1	☐	**Below average**

20. I am going to read a list of items. Some parents have rules for their teenagers on these items. Others don't. Please tell me whether your parents have rules about these things.

Rules	No Rules	
____	____	1. Time for being in at night on weekends
____	____	2. Amount of dating
____	____	3. Against going steady
____	____	4. Time spent watching TV
____	____	5. Time spent on homework
____	____	6. Against going around with certain boys
____	____	7. Against going around with certain girls
____	____	8. Eating dinner with the family

Now I would like for you to answer some questions about your feelings and attitudes. I am going to give you a booklet with a number of questions in it. The questions are not difficult; you should have no trouble answering them. INTERVIEWER: GIVE THE IPAT "SELF ANALYSIS FORM" TO THE RESPONDENT, READ THE INSTRUCTIONS WITH HIM, AND THEN APPEAR TO BE BUSY UNTIL THE RESPONDENT TELLS YOU HE HAS FINISHED.

As you know, students vary in their ability. Some are capable of doing excellent work in school, while others are only fair. We want to know what students think of their own ability. You may recall that several weeks ago we asked you some questions about this. We would like to ask you a few aditional questions today. Would you please read and answer the questions on this page while I arrange some of my papers. INTERVIEWER: SCORE THE IPAT WHILE RESPONDENT ANSWERS SELF-ASSESSMENT ITEMS.

PLEASE WRITE THE STUDENT'S NAME ON QUESTIONNAIRE SCHEDULE SUPPLEMENT.

21. Some people say that the plans of young people are usually similar to those of their close friends. Others disagree. We would like to check this out on a scientific basis and it will help us to do this if you would be willing to tell me the names of the juniors and seniors in this school who are your best friends. Would you please also tell me the occupations you think these students plan to enter.

NAME	OCCUPATION
______________________	______________________
______________________	______________________
______________________	______________________

22. We would like to send letters to some parents of high school students to find out how they feel toward education and certain occupations. Would you have any objections if we sent a questionnaire to your parents?

IF NO OBJECTIONS: What is your father's name and address?

Is your mother's address the same as your father's?

_____YES

_____NO

IF NO, what is her name and address?

23. Where do you think you would rank in your class in high school?

_____(1) Among the best
_____(2) Above average
_____(3) Average
_____(4) Below average
_____(5) Among the poorest

24. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How capable do you think you are of completing such advanced work?

_____(1) Very capable
_____(2) Somewhat capable
_____(3) Not sure if you are capable
_____(4) Incapable
_____(5) Very incapable

25. Do you think you have the ability to complete college?

_____(1) Yes, definitely
_____(2) Yes, probably
_____(3) Not sure either way
_____(4) Probably not
_____(5) No

26. How do you rate yourself in school ability compared with those in your class at school?

_____(1) I am among the best
_____(2) I am above average
_____(3) I am average
_____(4) I am below average
_____(5) I am among the poorest

27. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

_____(1) My work is excellent
_____(2) My work is good
_____(3) My work is average
_____(4) My work is below average
_____(5) My work is much below average

28. What kind of grades do you think you are capable of getting?

_____(1) Mostly A's
_____(2) Mostly B's
_____(3) Mostly C's
_____(4) Mostly D's
_____(5) Mostly F's

29. Where do you think you would rank in your class in college (if **you** actually go)?

_____(1) Among the best
_____(2) Above average
_____(3) Average
_____(4) Below average
_____(5) Among the poorest

30. How do you rate yourself in school ability compared with your close friends?

_____(1) I am among the best
_____(2) I am above average
_____(3) I am average
_____(4) I am below average
_____(5) I am the poorest

IPAT SELF ANALYSIS FORM

NAME____________________________ **TODAY'S DATE**____________
First Middle Last

SEX________ **AGE**________ **OTHER FACTS**____________________
(Write M or F) (Nearest Year) (Address, Occupation, etc., as instructed)

____

CONFIDENTIAL

Inside this booklet you will find forty questions, dealing with difficulties that most people experience at one time or another. It will help a lot in self-understanding if you check Yes, No, etc., to each, frankly and truthfully, to describe any problems you may have.

Start with the two simple examples just below, for practice. As you see, each inquiry is actually put in the form of a sentence. By putting a cross, X, in *one* of the three boxes on the right you show how it applies to you. Make your marks now.

1. I enjoy walking.. Yes ☐ Occasionally ☐ No ☐

A middle box is provided for when you cannot definitely say Yes or No. But use it as little as possible.

2. I would rather spend an evening:
(A) talking to people, (B) at a movie.................................... A ☐ In between ☐ B ☐

About half the items inside end in A and B choices like this. B is always on the right. Remember, use the "In between" or "Uncertain" box only if you cannot possibly decide on A or B.

Now:

1. Make sure you have put your name, and whatever else the examiner asks, in the place at the top of this page.
2. Never pass over an item but give some answer to every single one. Your answers will be entirely confidential.
3. Do not spend time pondering. Answer each immediately, the way you want to at this moment (not last week, or usually). You may have answered questions like this before; but answer them as you feel *now.*

Most people finish in five minutes; some, in ten. Hand in this form as soon as you are through with it, unless told to do otherwise. As soon as the examiner signals or tells you to, turn the page and begin.

STOP HERE—WAIT FOR SIGNAL

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1957-63 EDITION

A

De
wr
in t...
column

1. I find that my interests, in people and amusements, tend to change fairly rapidly — True ☐ In between ☐ False ☐

2. If people think poorly of me I can still go on quite serenely in my own mind — True ☐ In between ☐ False ☐

3. I like to wait till I am sure that what I am saying is correct, before I put forward an argument — Yes ☐ In between ☐ No ☐

Q₃(

4. I am inclined to let my actions get swayed by feelings of jealousy — Sometimes ☐ Seldom ☐ Never ☐

5. If I had my life to live over again I would: (A) plan very differently, (B) want it the same — A ☐ In between ☐ B ☐

6. I admire my parents in all important matters — Yes ☐ In between ☐ No ☐

C(

7. I find it hard to "take 'no' for an answer", even when I know what I ask is impossible — True ☐ In between ☐ False ☐

8. I doubt the honesty of people who are more friendly than I would naturally expect them to be — True ☐ In between ☐ False ☐

9. In demanding and enforcing obedience my parents (or guardians) were: (A) always very reasonable, (B) often unreasonable — A ☐ In between ☐ B ☐

I

10. I need my friends more than they seem to need me — Rarely ☐ Sometimes ☐ Often ☐

11. I feel sure that I could "pull myself together" to deal with an emergency — Always ☐ Often ☐ Seldom ☐

12. As a child I was afraid of the dark — Often ☐ Sometimes ☐ Never ☐

O

13. People sometimes tell me that I show my excitement in voice and manner too obviously — Yes ☐ Uncertain ☐ No ☐

14. If people take advantage of my friendliness I: (A) soon forget and forgive, (B) resent it and hold it against them — A ☐ In between ☐ B ☐

15. I find myself upset rather than helped by the kind of personal criticism that many people make — Often ☐ Occasionally ☐ Never ☐

16. Often I get angry with people too quickly — True ☐ In between ☐ False ☐

17. I feel restless as if I want something but do not know what — Very rarely ☐ Sometimes ☐ Often ☐

18. I sometimes doubt whether people I am talking to are really interested in what I am saying — True ☐ In between ☐ False ☐

19. I have always been free from any vague feelings of ill-health, such as obscure pains, digestive upsets, awareness of heart action, etc. — True ☐ Uncertain ☐ False ☐

20. In discussion with some people, I get so annoyed that I can hardly trust myself to speak — Sometimes ☐ Rarely ☐ Never ☐

CONTINUE ON NEXT PAGE.

A Score

B

Do not write in this column

21. Through getting tense I use up more energy than most people in getting things done — True ☐ Uncertain ☐ False ☐

22. I make a point of not being absent-minded or forgetful of details — True ☐ Uncertain ☐ False ☐

$Q_3(-)$

23. However difficult and unpleasant the obstacles, I always stick to my original intentions — Yes ☐ In between ☐ No ☐

24. I tend to get over-excited and "rattled" in upsetting situations — Yes ☐ In between ☐ No ☐

25. I occasionally have vivid dreams that disturb my sleep — Yes ☐ In between ☐ No ☐

26. I always have enough energy when faced with difficulties — Yes ☐ In between ☐ No ☐

C(−)

27. I sometimes feel compelled to count things for no particular purpose — True ☐ Uncertain ☐ False ☐

28. Most people are a little queer mentally, though they do not like to admit it — True ☐ Uncertain ☐ False ☐

L

29. If I make an awkward social mistake I can soon forget it — Yes ☐ In between ☐ No ☐

30. I feel grouchy and just do not want to see people: (A) occasionally, (B) rather often — A ☐ In between ☐ B ☐

31. I am brought almost to tears by having things go wrong — Never ☐ Very rarely ☐ Sometimes ☐

32. In the midst of social groups I am nevertheless sometimes overcome by feelings of loneliness and worthlessness — Yes ☐ In between ☐ No ☐

O

33. I wake in the night and, through worry, have some difficulty in sleeping again — Often ☐ Sometimes ☐ Never ☐

34. My spirits generally stay high no matter how many troubles I meet — Yes ☐ In between ☐ No ☐

35. I sometimes get feelings of guilt or remorse over quite small matters — Yes ☐ In between ☐ No ☐

36. My nerves get on edge so that certain sounds, e.g., a screechy hinge, are unbearable and give me the shivers — Often ☐ Sometimes ☐ Never ☐

37. If something badly upsets me I generally calm down again quite quickly — True ☐ Uncertain ☐ False ☐

38. I tend to tremble or perspire when I think of a difficult task ahead — Yes ☐ In between ☐ No ☐

Q_4

39. I usually fall asleep quickly, in a few minutes, when I go to bed — Yes ☐ In between ☐ No ☐

40. I sometimes get in a state of tension or turmoil as I think over my recent concerns and interests — True ☐ Uncertain ☐ False ☐

STOP HERE. BE SURE YOU HAVE ANSWERED EVERY QUESTION.

B Score ______

Name__________ **Sex**_____ **Age**____ **Date**______ **Examiner**________

Raw Scores: A Score (Covert, indir.)______ (p. 2 score) B Score (Overt, manifest, sympt.)______ (p. 3 score). **TOTAL RAW SCORE** ______ (A + B)

$Q_3(-)$_____, C(−)_____, L _____, O_____, Q_4_____. Overt-Covert Ratio $\left(\frac{B}{A}\right)$ _____.

Stens: $Q_3(-)$_____, C(−)_____, L _____, O_____, Q_4_____. **TOTAL, STANDARD STEN SCORE** ______ (from Table 4)

Qualitative Observations:

Diagnostic Summary:

NAME ______________________________ FORM B
I.D. NUMBER ______________________________

EDUCATIONAL & OCCUPATIONAL ASPIRATIONS STUDY

DEPARTMENT OF EDUCATION
WASHINGTON STATE UNIVERSITY

Counselors' and Administrators' Questionnaire

A. Do you know this person well enough to give any opinions about (him)(her)?

_____(1) yes _____(2) no

B. Do you know this student's I.Q. score?

_____(1) yes _____(2) no

C. If yes, is it:

_____(1) 130+
_____(2) 120-129
_____(3) 110-119
_____(4) 100-109
_____(5) 90-99
_____(6) 80-89
_____(7) Below 80

D. Have you ever talked to this person about (his)(her) educational plans?

_____(1) yes _____(2) no

E. If yes, have you talked to him about vocational education?

_____(1) yes _____(2) no

F. Do you think this person should obtain some type of vocational or technical education?

_____(1) yes _____(2) no

G. If yes, what type would you suggest?

_____(1) Stenographer or typist
_____(2) Clerical or business
_____(3) Mechanical
_____(4) Electrical
_____(5) Other trades for men (e.g., carpentry, plumbing.)
_____(6) Other trades for women (e.g., hair dressing, practical nursing.)
_____(7) Other (what?)______________________________

H. What kind of grades do you think this student is capable of getting?

_____(1) Mostly A's
_____(2) Mostly B's
_____(3) Mostly C's
_____(4) Mostly D's
_____(5) Mostly F's

I. How would you rate this person in school ability compared with those in (his)(her) class at school?

_____(1) Among the best
_____(2) Above average
_____(3) Below average
_____(5) Among the poorest

J. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How would you rate the capability of this student for completing such advanced work?

_____(1) Very capable
_____(2) Somewhat capable
_____(3) Average capability
_____(4) Incapable
_____(5) Very incapable

K. Do you think this student has the ability to complete college?

_____(1) Yes, definitely
_____(2) Yes, probably
_____(3) Not sure either way
_____(4) Probably not
_____(5) No

L. How would you grade this students's work?

_____(1) Excellent
_____(2) Good
_____(3) Average
_____(4) Below average
_____(5) Much below average

M. Where would you rank this student in (his)(her) class in high school?

_____(1) Among the best
_____(2) Above average
_____(3) Average
_____(4) Below average
_____(5) Among the poorest

N. How would you rate this student in school ability compared with (his)(her) friends?

_____(1) The best
_____(2) Better than most
_____(3) About the same
_____(4) Not as good as most
_____(5) The poorest

O. Where do you think this student would rank in (his)(her) class in college if (he)(she) actually goes?

_____(1) Among the best
_____(2) Above average
_____(3) Average
_____(4) Below average
_____(5) Among the poorest

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

Educational and Occupational Plans of High School Students

Washington State University and the Washington State Office of Public Instruction are making a study of the factors which influence the educational and occupational plans of high school students. The results of this study will be used to plan educational programs that will help students reach their goals.

You can help in this work by taking a few minutes to answer the questions in this questionnaire. We will be grateful if you will do this.

The information you give will be used to check some ideas which people have about high school students and their parents. Some people say that nearly all parents want their children to go to college or take some other kind of schooling, but we are not sure this is the case. If the views of teenagers and their parents are not always the same, teachers and counselors can be more helpful to students if they know what the similarities and differences are. Facts about how much the desires of young people reflect the wishes of their parents will be helpful.

It will be greatly appreciated if you will take the time to fill out this questionnaire and return it in the enclosed postage-free envelope. Your replies will be handled in a confidential manner. We will use the information for statistical purposes only. We are not asking that names be placed on the questionnaires. This insures that the clerks who code the answers will not know whose questionnaires are being coded. The number which appears on the questionnaire will enable us to keep track of the returns as they come in, and thus avoid bothering you with a reminder if you have already returned your questionnaire.

Thank you for your cooperation.

Sincerely yours,

Roy T. Bowles

Roy T. Bowles
Staff Director

Form B
February, 1966

DEPARTMENT OF EDUCATION
WASHINGTON STATE UNIVERSITY

Educational and Occupational Plans of High School Students

Parent's Questionnaire

1. How many children in your family? (Include stepchildren and those no longer at home.)

____

2. How many of these were in high school any time during the 1965-66 school year?

Boys ________ Girls ________

Now we would like to ask some questions concerning your feelings about the plans of your son or daughter who is a junior or senior in high school. IF YOU HAVE MORE THAN ONE CHILD IN THE ELEVENTH AND TWELFTH GRADES, please answer these questions in terms of the oldest child who is in one of these grades. In each question, please circle the word "son" or "daughter" to indicate the sex of the child you are thinking of.

3. Mark the blank at the left of the phrase which best describes the highest level and type of education that you would like for your son daughter (circle one) to achieve.

_____ (1) Quit high school and not go to any kind of school again.
_____ (2) Graduate from high school.
_____ (3) Attend a business or commercial school (not college level)
_____ (4) Attend a vocational or technical school (not college level)
_____ (5) Attend a junior college, take a business or commercial course.
_____ (6) Attend a junior college, take a vocational or technical course.
_____ (7) Attend a junior college, take a regular college course.
_____ (8) Attend a college or university.
_____ (9) Graduate from a college or university.
_____ (10) After graduating from college spend one or more years doing advanced study in a specialized field.
_____ (11) Other (What?) ____

4. What course of study would you like your son daughter (circle one) to take? That is, what would you like him or her to major in? ____

5. What occupation or line of work would you most like your son daughter (circle one) to go into?

____

6. Below are several pairs of occupations. The income for the two occupations in each pair is approximately equal. Please consider each pair of occupations and answer the following question if you have a son in the eleventh or twelfth grade: If your son had to work in one or the other of these occupations as his life's work, which of the occupations in each pair would you prefer him to have?

Or if you have a daughter in the eleventh or twelfth grade, answer in terms of the question: If your daughter's husband had to work in one or the other of these occupations in each pair which would you prefer him to have?

Answer in terms of your oldest child who is in the eleventh or twelfth grade. This child is a son daughter (circle one).

A. Railroad brakeman
B. Draftsman

A. Clergyman (minister, priest, rabbi)
B. Upholsterer

A. Plumber
B. Photographer

A. Radio operator
B. Locomotive fireman

A. Longshoreman or stevedore
B. Bookkeeper

A. Foreman in a factory
B. Editor or reporter

A. High school teacher
B. Electrician

A. Tool and die maker
B. Insurance agent

A. Cabinet maker
B. Bank teller

A. College professor
B. Locomotive engineer

A. Bus driver
B. Manager of a service station

A. Medical or dental technician
B. Baker

7. In which of the following would you be willing and able to help your son daughter (circle one) financially? Mark all that apply.

_____ (1) Farming
_____ (2) College
_____ (3) Vocational schooling
_____ (4) Business schooling
_____ (5) Setting up a business of his or her own
_____ (6) None of the above

As everyone knows, not all children are alike in ability. We would like to know what you think of your son's (daughter's) ability. How would you rate your son daughter (circle one) on the following? Please answer in terms of the oldest child who is in the eleventh or twelfth grade.

8. Where do you think your son (daughter) would rank in his (her) class in high school?

_____ (1) Among the best
_____ (2) Above average
_____ (3) Average
_____ (4) Below average
_____ (5) Among the poorest

9. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How capable do you think your son (daughter) is of completing such advanced work?

_____ (1) Very capable
_____ (2) Somewhat capable
_____ (3) Not sure if he (she) is capable
_____ (4) Incapable
_____ (5) Very incapable

10. Do you think your son (daughter) has the ability to complete college?

_____ (1) Yes, definitely
_____ (2) Yes, probably
_____ (3) Not sure either way
_____ (4) Probably not
_____ (5) No

11. How do you think your son (daughter) rates in school ability compared with those in his (her) class at school?

_____ (1) Among the best
_____ (2) Above average
_____ (3) Average
_____ (4) Below average
_____ (5) Among the poorest

12. In your own opinion how good do you think your son's (daughter's) school work is?

_____ (1) Excellent
_____ (2) Good
_____ (3) Average
_____ (4) Below average
_____ (5) Much below average

13. What kind of grades do you think your son (daughter) is capable of getting?

_____ (1) Mostly A's
_____ (2) Mostly B's
_____ (3) Mostly C's
_____ (4) Mostly D's
_____ (5) Mostly F's

14. Where do you think your son (daughter) would rank in his (her) class in college (if he or she actually goes)?

_____ (1) Among the best
_____ (2) Above average
_____ (3) Average
_____ (4) Below average
_____ (5) Among the poorest

15. How would you rate your son (daughter) in school ability compared with his (her) close friends?

_____ (1) The best
_____ (2) Above average
_____ (3) About the same
_____ (4) Below average
_____ (5) The poorest

Parents usually have ambitions and plans for their children's educational and occupational careers. There are people who say, however, that some students have more opportunities to realize their ambitions than others. How do you feel about the following statements?

16. Do you think your son (daughter) will be kept from achieving his (her) educational or occupational desires because of race?

_____ (1) Yes
_____ (2) No
_____ (3) Uncertain

17. Do you think your son (daughter) will be kept from achieving his (her) educational or occupational desires because of family background?

_____ (1) Yes
_____ (2) No
_____ (3) Uncertain

18. Do you think your son (daughter) will be kept from achieving his (her) educational or occupational desires because of insufficient family income?

_____ (1) Yes
_____ (2) No
_____ (3) Uncertain

19. Do you think your son (daughter) will be kept from achieving his (her) educational or occupational desires because of religious beliefs?

_____ (1) Yes
_____ (2) No
_____ (3) Uncertain

20. Now we would like to know your general feelings about certain aspects of work and education. Please circle a number to show whether or not each of the statements in this list agrees with your ideas of work and education. (If retired, please give the responses which you would have given prior to retirement.)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
(a)	1	2	3	4	5	Everyone who possibly can should work.
(b)	1	2	3	4	5	Even if I were financially secure and did not need a job I would probably work.
(c)	1	2	3	4	5	It is a person's duty to work.
(d)	1	2	3	4	5	If I did not work I would feel that I was not leading a "right life."
(e)	1	2	3	4	5	I find it hard to respect a man who doesn't work.
(f)	1	2	3	4	5	If I were financially well off, I think I could lead a perfectly happy and satisfying life without working.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
(g)	1	2	3	4	5	The most important thing in a man's life is his occupation.
(h)	1	2	3	4	5	Many times it is more important to have time for recreation than it is to work hard and achieve occupational advancement.
(i)	1	2	3	4	5	A man should always accept an occupational promotion even if this means moving to a strange community away from his close friends.
(j)	1	2	3	4	5	A man who already has a secure job with a modest income is foolish to go back to school even if additional education is necessary before he can expect to have a better job.
(k)	1	2	3	4	5	A man should be willing to give up time with his family and devote it to his job if this will help his occupational advancement.
(l)	1	2	3	4	5	A man should try hard to get farther ahead in the world than his parents.
(m)	1	2	3	4	5	The most important purpose of education is to prepare people for success.

21. Now we would like to know your attitudes on some other issues. Please circle a number to show how you feel about the statements listed below.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
(a)	1	2	3	4	5	It is not wise to plan too far ahead because most things turn out to be a matter of good or bad fortune anyhow.
(b)	1	2	3	4	5	There's not much use in trying to please people. If they like you, they like you.
(c)	1	2	3	4	5	The average citizen can have an influence on the way the government is run.
(d)	1	2	3	4	5	This world is run by the few people in power, and there is not much the little guy can do about it.
(e)	1	2	3	4	5	Many times I feel that I have little influence over the things that happen to me.
(f)	1	2	3	4	5	I do not believe that chance and luck are very important in my life.
(g)	1	2	3	4	5	Many times we might just as well decide what to do by flipping a coin.
(h)	1	2	3	4	5	Becoming a success is a matter of hard work; luck has little or nothing to do with it.
(i)	1	2	3	4	5	Getting a good job depends mainly on being in the right place at the right time.

22. Please circle a number to show whether you agree or disagree with the following statements. Although you may not completely agree or disagree with a statement, give the answer that comes closest to your own feelings.

	Agree	Disagree	
(a)	1	2	Most public officials are not really interested in the problems of the average man.
(b)	1	2	Honesty is always the best policy.
(c)	1	2	These days a person doesn't know whom he can count on.
(d)	1	2	Anyone who has the ability should have the opportunity to get a college education.
(e)	1	2	Nowadays a person has to live pretty much for today and let tomorrow take care if itself.
(f)	1	2	Everyone can be trusted.
(g)	1	2	In spite of what some people say, the lot of the average man is getting worse, not better.
(h)	1	2	Individuals have more freedom under a democracy than under a dictatorship.
(i)	1	2	Most people don't really care what happens to the next fellow.

Now we would like to ask some general questions about you and your family.

23. How much education did you get? (check one)

_____ (1) Eighth grade or less
_____ (2) Some high school, but did not finish
_____ (3) High school graduate
_____ (4) Some college, but did not finish
_____ (5) College graduate
_____ (6) More than college

FATHERS ONLY:

24. Have you ever attended a vocational or technical school?

_____ (1) Yes
_____ (2) No

If yes, what type of school was it? ______________________________

25. Where do you live?

_____ (1) City of 150,000 or larger
_____ (2) City of 100,000 to 150,000
_____ (3) City of 50,000 to 100,000
_____ (4) City of 10,000 to 50,000
_____ (5) City of 2,500 to 10,000
_____ (6) Town under 2,500
_____ (7) On a farm
_____ (8) Country but not farm

26. If you live on a farm, do you own or rent the farm?

_____ (1) Own the farm
_____ (2) Rent the farm

27. If you live in town, do you own or rent the house in which you are living?

_____ (1) Own the house
_____ (2) Rent the house

28. The 1965 income for my family from all sources was: (if you do not know exactly, make the best guess you can).

_____ (1) Under $2,000
_____ (2) $2,000 - 2,999
_____ (3) $3,000 - 3,999
_____ (4) $4,000 - 4,999
_____ (5) $5,000 - 5,999
_____ (6) $6,000 - 7,499
_____ (7) $7,500 - 9,999
_____ (8) $10,000 - 14,999
_____ (9) $15,000 or over

29. In terms of income or wealth of families in my community, I think my family is:

_____ (1) Considerably above average
_____ (2) Somewhat above average
_____ (3) Average
_____ (4) Somewhat below average
_____ (5) Considerably below average

30. What kind of work do you do for a living? What is your job called, what kind of business or industry do you work in, and what do you do? (For example: "Carpenter, work on construction crew building new houses"; "Sales clerk, wait on customers in a department store"; "Owner and operator of a grocery store.") Mothers: give husband's occupation.

____

31. What kind of firm or outfit are you (or is your husband) associated with in your work?

_____ (1) Own business
_____ (2) Own farm
_____ (3) Own professional office
_____ (4) Small private firm, organization or factory (50 employees or less)
_____ (5) Large private firm, organization or factory (over 50 employees)
_____ (6) Educational institution
_____ (7) Social agency
_____ (8) Other non-profit organization (what)? _______________________
_____ (9) Government bureau or agency
_____ (10) Other (What?) _______________________

32. About how many clubs and organizations in your community would you say you belonged to? (Include civic clubs, churches, lodges, fraternal orders, and other groups.)

____

MOTHERS ONLY

33. Do you work outside the home for pay?
____ (1) Yes full-time
____ (2) Yes part-time
____ (3) No

If Yes, what kind of work do you do?

____

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

DIRECTIONS FOR COLLECTING GRADES AND I. Q. SCORES

Attached you will find forms designed for recording the grades and I. Q. scores of students. The names of several students are listed on these forms. Please check the school records for each student listed.

1. Record the cumulative grade point average if it is available. If it has not already been computed, leave this space blank.
2. Record the student's Intelligence test score (if available).
3. Record the name of the Intelligence test used. (This is necessary because scores on different tests do not mean exactly the same thing.)
4. Record the grades which the student received for the last semester. PLEASE BE CERTAIN TO LIST THE NUMBER OF CREDITS AND THE GRADE FOR EACH COURSE THE STUDENT WAS ENROLLED IN.
5. Please complete the information requested in the blanks below.

SCHOOL________________ NAME OF PERSON COMPLETING FORM________________

DATE________________

ENDING DATE OF LAST SEMESTER________________

IF SEMESTER GRADES ARE NOT COMPUTED IN YOUR SCHOOL, report grades for last grading period and complete blanks below.

LENGTH OF LAST GRADING PERIOD ________________

ENDING DATE OF LAST GRADING PERIOD ________________

6. Please complete the enclosed "Employee's Withholding Exemption Certificate - Form W-4" and return it with the forms. Make special note to record the number of hours worked. You will be paid $1.50 per hour.
7. Return all materials to:

Roy T. Bowles, Staff Director
Educational & Occupational Aspirations Study
Department of Education - Wilson Hall 6A
Washington State University
Pullman, Washington 99163

WASHINGTON STATE UNIVERSITY
DEPARTMENT OF EDUCATION

EDUCATIONAL AND OCCUPATIONAL PLANS OF HIGH SCHOOL STUDENTS: GRADE & I.Q. FORM

CHECK ONE: Grades reported are for ____ semester

____ other grading period

NAME	CUMULATIVE GPA (if available)	I. Q. SCORE (if available)	NAME OF I. Q. TEST

GRADES FOR LAST SEMESTER OR GRADING PERIOD

COURSE	CREDITS	GRADE	COURSE	CREDITS	GRADE
1			5		
2			6		
3			7		
4			8		

NAME	CUMULATIVE GPA (if available)	I. Q. SCORE (if available)	NAME OF I. Q. TEST

GRADES FOR LAST SEMESTER OR GRADING PERIOD

COURSE	CREDITS	GRADE	COURSE	CREDITS	GRADE
1			5		
2			6		
3			7		
4			8		

NAME	CUMULATIVE GPA (if available)	I. Q. SCORE (if available)	NAME OF I. Q. TEST

GRADES FOR LAST SEMESTER OR GRADING PERIOD

COURSE	CREDITS	GRADE	COURSE	CREDITS	GRADE
1			5		
2			6		
3			7		
4			8		

APPENDIX C:

TABLES

Table C-1: All Levels of Educational Aspirations by Sex and Grade

Table C-2: Highest Level of Educational Aspirations by Sex and Grade

Table C-3: Certainty of Educational Aspirations by Sex and Grade

Table C-4: All Levels of Educational Expectations by Sex and Grade

Table C-5: Highest Level of Educational Expectations by Sex and Grade

Table C-6: Certainty of Educational Expectations by Sex and Grade

Table C-7: Extent of Thought Given to Educational Plans, by Sex and Grade

Table C-8: Occupational Aspirations by Sex and Grade

Table C-9: Occupational Expectations by Sex and Grade

Table C-10: Occupational Expectations in Addition to Homemaking for Girls, by Grade

Table C-11: Homemaking and Work Interests of Girls, by Grade

Table C-12: Perception of Occupational Preparation Needed, by Sex and Grade

Table C-13: Desire to Live in Home Community after Finishing Education, by Sex and Grade

Table C-14: Perceived Necessity of Moving from Home Community to Follow Desired Occupation and Way of Life, by Sex and Grade

Table C-15: School Subjects Liked Best, by Sex and Grade

Table C-16: Vocational Training Students Think Should Be Available in High School, by Sex and Grade

Table C-17: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "The high school curriculum should be more directly related to specific jobs."

Table C-18: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "Every student should try to go to college. If he can't make it there he can always get an ordinary job."

Table C-19: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "There should be more emphasis on vocational and technical courses and less on college preparation."

Table C-20: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "Courses like welding and wood working have no place in today's high school."

Table C-21: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "In modern society the skilled craftsman is as important as the scientist or the professional."

Table C-22: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "Students enrolled in vocational or technical courses generally don't have the ability to master college preparatory courses."

Table C-23: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "Shop courses are good preparation for the kind of work many students will be doing."

Table C-24: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "Business courses like typing and shorthand are as important for girls as are college preparatory courses."

Table C-25: Perceived Attitudes of Other Students Toward High School Curriculum, by Sex and Grade: "High school should do more to provide students with skills useful in jobs and should not worry so much about college preparation."

Table C-26: Proportion of School Work in Which Students Are Interested, by Sex and Grade

Table C-27: Attitude Toward School, by Sex and Grade: "I like school very much."

Table C-28: Attitude Toward School, by Sex and Grade: "Most of my teachers are very helpful."

Table C-29: Attitude Toward School, by Sex and Grade: "I often find myself watching the clock because my classes are so boring."

Table C-30: Attitude Toward School, by Sex and Grade: "Lunch time is the most enjoyable time of the day."

Table C-31: Attitude Toward School, by Sex and Grade: "School is difficult for me."

Table C-32: Attitude Toward School, by Sex and Grade: "My teachers are the most helpful to the very good students."

Table C-33: Attitude Toward School, by Sex and Grade: "The most important thing one gets out of high school is the diploma."

Table C-34: Attitude Toward School, by Sex and Grade: "In my free time I would rather read than go to a movie."

Table C-35: Attitude Toward School, by Sex and Grade: "In the evening I often find myself watching TV instead of doing my homework."

Table C-36: Attitude Toward School, by Sex and Grade: "Education is important in preparing for a job."

Table C-37: Attitude Toward School, by Sex and Grade: "High school seems to be little more than 'serving time' until I can get out and go to work."

Table C-38: Attitude Toward School, by Sex and Grade: "I appreciate the opportunity education gives me to learn more and broaden myself."

Table C-39: Grades on Last Report Card, by Sex and Grade

Table C-40: Participation in Athletics, by Sex and Grade

Table C-41: Participation in Music, by Sex and Grade

Table C-42: Participation in Dramatics, by Sex and Grade

Table C-43: Participation in Debate, by Sex and Grade

Table C-44: Participation in School Paper or Annual, by Sex and Grade

Table C-45: Participation in Student Government, by Sex and Grade

Table C-46: Participation in FFA or FHA, by Sex and Grade

Table C-47: Participation in Hobby Clubs, by Sex and Grade

Table C-48: Participation in Pep Club or Pep Rallies, by Sex and Grade

Table C-49: Participation in Church Youth Groups, by Sex and Grade

Table C-50: Participation in Hi-Y or Tri-Hi-Y, by Sex and Grade

Table C-51: Additional Activities in Which Students Would Like to Participate, by Sex and Grade

Table C-52: Percent of Respondents Aspiring to Enter Each Occupation, by School

Table C-53: Percent of Respondents Expecting to Enter Each Occupation, by School

TABLE C-1 ALL LEVELS OF EDUCATIONAL ASPIRATIONS BY SEX AND GRADE[a]

Levels of Education		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Quit High School	No.	4	2	3	2	11
	Pct	0.5	0.3	0.4	0.3	0.4
Graduate from High School	No.	813	729	809	701	3052
	Pct	99.0	98.9	99.3	99.7	99.2
Attend Business-Commercial School	No.	25	23	128	94	270
	Pct	3.0	3.1	15.7	13.4	8.8
Attend Technical-Vocational School	No.	129	127	88	76	420
	Pct	15.7	17.2	10.8	10.8	13.7
Attend Jr College Business Course	No.	71	76	144	89	380
	Pct	8.6	10.3	17.7	12.7	12.4
Attend Jr College Vocational or Technical Course	No.	115	104	56	52	327
	Pct	14.0	14.1	6.9	7.4	10.6
Attend Jr College Academic Course	No.	187	157	156	115	615
	Pct	22.8	21.3	19.1	16.4	20.0
Attend College or University	No.	493	438	462	421	1814
	Pct	60.0	59.4	56.7	59.9	59.0
Graduate from University	No.	440	416	382	346	1584
	Pct	53.6	56.4	46.9	49.2	51.5
Graduate or Professional School	No.	207	202	132	122	663
	Pct	25.2	27.4	16.2	17.4	21.6
Other	No.	63	56	29	27	175
	Pct	7.7	7.6	3.6	3.8	5.7
Respondents	No.	821	737	815	703	3076
Nonrespondents	No.	4	5	11	4	24

[a] Based on responses to question 7 in form A of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-2 - HIGHEST LEVEL OF EDUCATIONAL ASPIRATIONS BY SEX AND GRADE[a]

Levels of Education		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Quit High School	No.	2	2	2	1	7
	Pct	0.2	0.3	0.2	0.1	0.2
Graduate from High School	No.	57	54	37	53	201
	Pct	6.9	7.3	4.5	7.5	6.5
Attend Business-Commercial School	No.	14	6	76	50	146
	Pct	1.7	0.8	9.3	7.1	4.7
Attend Technical-Vocational School	No.	88	91	71	56	306
	Pct	10.7	12.3	8.7	8.0	9.9
Attend Jr College Business Course	No.	31	24	86	54	195
	Pct	3.8	3.3	10.6	7.7	6.3
Attend Jr College Vocational or Technical Course	No.	68	63	29	26	186
	Pct	8.3	8.5	3.6	3.7	6.0
Attend Jr College Academic Course	No.	62	49	39	34	184
	Pct	7.5	6.6	4.8	4.8	6.0
Attend College or University	No.	56	26	81	76	239
	Pct	6.8	3.5	9.9	10.8	7.8
Graduate from University	No.	233	215	251	224	923
	Pct	28.3	29.2	30.8	31.9	30.0
Graduate or Professional School	No.	206	201	132	122	661
	Pct	25.1	27.3	16.2	17.4	21.5
Nursing School	No.	0	0	5	5	10
	Pct	0.	0.	0.6	0.7	0.3
Other	No.	5	6	6	2	19
	Pct	0.6	0.8	0.7	0.3	0.6
Respondents	No.	822	737	815	703	3077
Nonrespondents	No.	3	5	11	4	23

[a] Based on responses to question 7 in form A of the student questionnaire.

TABLE C-3 - CERTAINTY OF EDUCATIONAL ASPIRATIONS BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Very Sure	No.	285	330	301	329	1245
	Pct	34.7	44.5	36.5	46.9	40.3
Fairly Sure	No.	468	353	465	329	1615
	Pct	57.0	47.6	56.4	46.9	52.3
Not at All Sure	No.	68	58	58	44	228
	Pct	8.3	7.8	7.0	6.3	7.4
Respondents	No.	821	741	824	702	3088
Nonrespondents	No.	4	1	2	5	12

[a] Based on responses to question 8 of the form A student questionnaire.

TABLE C-4 - ALL LEVELS OF EDUCATIONAL EXPECTATIONS BY SEX AND GRADE[a]

Levels of Education		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Quit High School	No.	4	3	4	0	11
	Pct	0.5	0.4	0.5	0.	0.4
Graduate from High School	No.	802	722	807	699	3030
	Pct	98.5	98.8	99.0	99.7	99.0
Attend Business-Commercial School	No.	29	18	119	90	256
	Pct	3.6	2.5	14.6	12.8	8.4
Attend Technical-Vocational School	No.	124	118	87	74	403
	Pct	15.2	16.1	10.7	10.6	13.2
Attend Jr College Business Course	No.	68	76	129	81	354
	Pct	8.4	10.4	15.8	11.6	11.6
Attend Jr College Vocational or Technical Course	No.	116	106	61	49	332
	Pct	14.3	14.5	7.5	7.0	10.8
Attend Jr College Academic Course	No.	196	161	172	128	657
	Pct	24.1	22.0	21.1	18.3	21.5
Attend College or University	No.	437	408	426	391	1662
	Pct	53.7	55.8	52.3	55.8	54.3
Graduate from University	No.	357	366	311	295	1329
	Pct	43.9	50.1	38.2	42.1	43.4
Graduate or Professional School	No.	135	136	83	74	428
	Pct	16.6	18.6	10.2	10.6	14.0
Other	No.	42	42	23	22	129
	Pct	5.2	5.7	2.8	3.1	4.2
Respondents	No.	814	731	815	701	3061
Nonrespondents	No.	11	11	11	6	39

[a] Based on responses to question 9 in form A of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-5 - HIGHEST LEVEL OF EDUCATIONAL EXPECTATION BY SEX AND GRADE[a]

Levels of Education		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Quit High School	No.	3	2	2	0	7
	Pct	0.4	0.3	0.2	0.	0.2
Graduate from High School	No.	63	60	63	73	259
	Pct	7.7	8.2	7.7	10.4	8.5
Attend Business-Commercial School	No.	15	5	71	50	141
	Pct	1.8	0.7	8.7	7.1	4.6
Attend Technical-Vocational School	No.	94	88	72	58	312
	Pct	11.6	12.0	8.8	8.3	10.2
Attend Jr College Business Course	No.	36	34	78	50	198
	Pct	4.4	4.7	9.6	7.1	6.5
Attend Jr College Vocational or Technical Course	No.	78	71	33	28	210
	Pct	9.6	9.7	4.0	4.0	6.9
Attend Jr College Academic Course	No.	81	58	61	47	247
	Pct	10.0	7.9	7.5	6.7	8.1
Attend College or University	No.	83	43	115	93	334
	Pct	10.2	5.9	14.1	13.3	10.9
Graduate from University	No.	221	230	229	222	902
	Pct	27.2	31.5	28.1	31.7	29.5
Graduate or Professional School	No.	135	136	83	73	427
	Pct	16.6	18.6	10.2	10.4	14.0
Nursing School	No.	0	0	3	4	7
	Pct	0.	0.	0.4	0.6	0.2
Other	No.	4	4	5	2	15
	Pct	0.5	0.5	0.6	0.3	0.5
Respondents	No.	813	731	815	700	3059
Nonrespondents	No.	12	11	11	7	41

[a] Based on responses to question 9 of the form A student questionnaire.

TABLE C-6 - CERTAINTY OF EDUCATIONAL EXPECTATIONS BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Very Sure	No.	226	215	249	276	966
	Pct	27.7	29.4	30.6	40.0	31.7
Fairly Sure	No.	509	446	491	363	1809
	Pct	62.5	61.0	60.3	52.6	59.3
Not at All Sure	No.	80	70	74	51	275
	Pct	9.8	9.6	9.1	7.4	9.0
Respondents	No.	815	731	814	690	3050
Nonrespondents	No.	10	11	12	17	50

[a] Based on responses to question 10 of the form A student questionnaire.

TABLE C-7 - EXTENT OF THOUGHT GIVEN TO EDUCATIONAL PLANS BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
None at All	No.	6	3	2	1	12
	Pct	0.7	0.4	0.2	0.1	0.4
Very Little	No.	61	18	30	6	115
	Pct	7.6	2.5	3.7	0.9	3.8
Some	No.	480	312	387	222	1401
	Pct	59.9	43.7	48.3	32.4	46.7
A Great Deal	No.	255	381	383	456	1475
	Pct	31.8	53.4	47.8	66.6	49.1
Respondents	No.	802	714	802	685	3003
Nonrespondents	No.	23	28	24	22	97

[a] Based on responses to question 6 in form A of the student questionnaire.

TABLE C-8 - OCCUPATIONAL ASPIRATIONS BY SEX AND GRADE[a]

Occupational Categories		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Professional	No.	496	429	431	424	1780
	Pct	69.1	64.1	55.3	63.4	62.8
Farmers and Farm Managers	No.	16	8	2	2	28
	Pct	2.2	1.2	0.3	0.3	1.0
Managers, Officials, and Proprietors	No.	57	77	26	17	177
	Pct	7.9	11.5	3.3	2.5	6.2
Clerical	No.	6	1	133	96	236
	Pct	0.8	0.1	17.1	14.3	8.3
Sales Workers	No.	18	9	22	22	71
	Pct	2.5	1.3	2.8	3.3	2.5
Craftsmen	No.	80	106	9	2	197
	Pct	11.1	15.8	1.2	0.3	6.9
Operatives	No.	8	9	1	2	20
	Pct	1.1	1.3	0.1	0.3	0.7
Private Household[b]	No.	0	0	19	23	42
	Pct	0.	0.	2.4	3.4	1.5
Service Workers	No.	23	25	136	81	265
	Pct	3.2	3.7	17.5	12.1	9.3
Farm Laborers	No.	1	0	0	0	1
	Pct	0.1	0.	0.	0.	0.0
Laborers, except Farm and Mine	No.	13	5	0	0	18
	Pct	1.8	0.7	0.	0.	0.6
Respondents	No.	718	669	779	669	2835
Nonrespondents	No.	107	73	47	38	265

[a] Based on responses to question 28 in form A of the student questionnaire.

[b] Includes "housewives."

TABLE C-9 - OCCUPATIONAL EXPECTATIONS BY SEX AND GRADE[a]

Occupational Categories		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Professional	No.	335	305	224	218	1082
	Pct	57.1	57.0	30.1	33.9	43.1
Farmers and Farm Managers	No.	15	5	0	1	21
	Pct	2.6	0.9	0.	0.2	0.8
Managers, Officials, and Proprietors	No.	57	53	12	8	130
	Pct	9.7	9.9	1.6	1.2	5.2
Clerical	No.	7	4	127	82	220
	Pct	1.2	0.7	17.1	12.8	8.8
Sales Workers	No.	14	17	8	8	47
	Pct	2.4	3.2	1.1	1.2	1.9
Craftsmen	No.	103	109	4	2	218
	Pct	17.5	20.4	0.5	0.3	8.7
Operatives	No.	16	13	2	1	32
	Pct	2.7	2.4	0.3	0.2	1.3
Private Household[b]	No.	0	0	295	275	570
	Pct	0.	0.	39.7	42.8	22.7
Service Workers	No.	15	16	71	48	150
	Pct	2.6	3.0	9.6	7.5	6.0
Farm Laborers	No.	1	0	0	0	1
	Pct	0.2	0.	0.	0.	0.0
Laborers, except Farm and Mine	No.	24	13	0	0	37
	Pct	4.1	2.4	0.	0.	1.5
Respondents	No.	587	535	743	643	2508
Nonrespondents	No.	238	207	83	64	592

[a] Based on responses to question 37 in form A of the student questionnaire.

[b] Includes "housewives."

TABLE C-10 - OCCUPATIONAL EXPECTATIONS IN ADDITION TO HOMEMAKING FOR GIRLS, BY GRADE[a]

Occupational Categories		Junior Girls	Senior Girls	Total
Professional	No.	90	103	193
	Pct	47.1	53.4	50.3
Farmers and Farm Managers	No.	0	0	0
	Pct	0.	0.	0.
Managers, Officials, and Proprietors	No.	1	2	3
	Pct	0.5	1.0	0.8
Clerical	No.	52	54	106
	Pct	27.2	28.0	27.6
Sales Workers	No.	13	9	22
	Pct	6.8	4.7	5.7
Craftsmen	No.	1	1	2
	Pct	0.5	0.5	0.5
Operatives	No.	0	1	1
	Pct	0.	0.5	0.3
Private Household	No.	1	0	1
	Pct	0.5	0.	0.3
Service Workers	No.	32	23	55
	Pct	16.8	11.9	14.3
Farm Laborers	No.	0	0	0
	Pct	0.	0.	0.
Laborers, except Farm and Mine	No.	1	0	1
	Pct	0.5	0.	0.3
Respondents	No.	191	193	384
Nonrespondents	No.	103	82	185

[a] Based on responses to question 38a in form A of the student questionnaire.

TABLE C-11 - HOMEMAKING AND WORK INTERESTS OF GIRLS, BY GRADE[a]

Responses		Junior Girls	Senior Girls	Total
All Homemaking, No Work	No.	98	82	180
	Pct	12.2	12.0	12.1
Mostly Homemaking, Some Work	No.	335	311	646
	Pct	41.8	45.5	43.5
Homemaking Major Interest, yet Much Work	No.	123	131	254
	Pct	15.4	19.2	17.1
Work Major Interest, yet Much Homemaking	No.	182	128	310
	Pct	22.7	18.7	20.9
Mostly Work, Some Homemaking	No.	25	14	39
	Pct	3.1	2.0	2.6
All Work, No Homemaking	No.	38	18	56
	Pct	4.7	2.6	3.8
Respondents	No.	801	684	1485
Nonrespondents	No.	25	23	48

[a] Based on responses to question 23 in form A of the student questionnaire.

TABLE C-12 - PERCEPTION OF OCCUPATIONAL PREPARATION NEEDED, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Have Not Thought About it	No.	66	28	42	18	154
	Pct	8.8	4.2	5.2	2.6	5.3
Must Decide on an Occupation	No.	331	339	445	379	1494
	Pct	44.3	50.5	55.1	55.4	51.3
Shall Train for a Number of jobs, Then Decide	No.	265	245	254	222	986
	Pct	35.4	36.5	31.4	32.5	33.9
Not Going to Worry, but See What I Can Get	No.	26	12	18	16	72
	Pct	3.5	1.8	2.2	2.3	2.5
My Occupational Choice Won't Need Preparation	No.	9	9	21	15	54
	Pct	1.2	1.3	2.6	2.2	1.9
More Than One of The above Responses	No.	51	38	28	34	151
	Pct	6.8	5.7	3.5	5.0	5.2
Respondents	No.	748	671	808	684	2911
Nonrespondents	No.	77	71	18	23	189

[a] Based on responses to question 25 in form A of the student questionnaire.

TABLE C-13 - DESIRE TO LIVE IN HOME COMMUNITY AFTER FINISHING EDUCATION BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Yes, Definitely	No.	42	28	15	19	104
	Pct	5.6	4.1	1.9	2.7	3.5
Yes, I Would Prefer to	No.	224	198	167	145	734
	Pct	29.7	29.0	20.7	20.9	25.0
I Do Not Care	No.	228	204	229	182	843
	Pct	30.3	29.9	28.3	26.2	28.7
No, I Would Rather Leave	No.	175	161	246	212	794
	Pct	23.2	23.6	30.4	30.5	27.0
No, I Definitely Want to Leave	No.	84	92	151	136	463
	Pct	11.2	13.5	18.7	19.6	15.8
Respondents	No.	753	683	808	694	2938
Nonrespondents	No.	72	59	18	13	162

[a] Based on responses to question 26 in form A of the student questionnaire.

TABLE C-14 - PERCEIVED NECESSITY OF MOVING FROM HOME COMMUNITY TO FOLLOW DESIRED OCCUPATION AND WAY OF LIFE, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
No	No.	200	166	224	193	783
	Pct	26.1	24.1	27.3	27.4	26.3
I Do Not Know	No.	296	260	259	204	1019
	Pct	38.7	37.8	31.5	29.0	34.2
Yes	No.	269	262	339	307	1177
	Pct	35.2	38.1	41.2	43.6	39.5
Responses	No.	769	688	822	704	2979
Nonresponses	No.	60	54	4	3	121

[a] Based on responses to question 27 in form A of the student questionnaire.

TABLE C-15 - SCHOOL SUBJECTS LIKED BEST BY SEX AND GRADE[a]

Subjects		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agriculture	No.	43	39	1	4	87
	Pct	5.2	5.3	0.1	0.6	2.8
Art and Music	No.	181	195	388	352	1116
	Pct	22.0	26.4	47.0	49.9	36.1
Algebra	No.	292	252	174	133	851
	Pct	35.5	34.1	21.1	18.9	27.5
Biology	No.	291	223	286	261	1061
	Pct	35.4	30.1	34.7	37.0	34.3
Business	No.	105	120	267	226	718
	Pct	12.8	16.2	32.4	32.1	23.2
Chemistry	No.	191	167	68	97	523
	Pct	23.2	22.6	8.2	13.8	16.9
English	No.	218	156	419	327	1120
	Pct	26.5	21.1	50.8	46.4	36.2
Foreign Language	No.	129	72	246	173	620
	Pct	15.7	9.7	29.8	24.5	20.1
Geometry	No.	240	175	110	88	613
	Pct	29.2	23.6	13.3	12.5	19.8
History	No.	424	364	357	254	1399
	Pct	51.6	49.2	43.3	36.0	45.2
Home Economics	No.	15	21	393	338	767
	Pct	1.8	2.8	47.6	47.9	24.8
Physical Education	No.	413	348	322	234	1317
	Pct	50.2	47.0	39.0	33.2	42.6
Physics	No.	81	111	12	12	216
	Pct	9.9	15.0	1.5	1.7	7.0
Shop	No.	312	289	12	13	626
	Pct	38.0	39.1	1.5	1.8	20.2
Social Studies	No.	106	188	121	184	599
	Pct	12.9	25.4	14.7	26.1	19.4
Trigonometry	No.	81	119	22	48	270
	Pct	9.9	16.1	2.7	6.8	8.7
I Do Not Like Any of Them	No.	8	4	4	3	19
	Pct	1.0	0.5	0.5	0.4	0.6
Respondents	No.	822	740	625	705	3092
Nonrespondents	No.	3	2	1	2	8

[a] Based on responses to question 13 in form A of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-16 - VOCATIONAL TRAINING STUDENTS THINK SHOULD BE AVAILABLE IN HIGH SCHOOL, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agriculture	No. Pct	194 24.7	175 24.3	116 14.4	136 20.0	621 20.8
Home Economics	No. Pct	240 30.6	254 35.3	503 62.3	462 67.8	1459 48.8
Business Training	No. Pct	423 54.0	406 56.4	572 70.9	524 76.9	1925 64.3
Industrial Arts	No. Pct	362 46.2	351 48.7	223 27.6	230 33.8	1166 39.0
Training in Skilled Jobs	No. Pct	542 69.1	528 73.3	341 42.3	340 49.9	1751 58.5
Training in Trades for Girls	No. Pct	118 15.1	145 20.1	393 48.7	313 46.0	969 32.4
Course in Careers	No. Pct	317 40.4	283 39.3	427 52.9	345 50.7	1372 45.9
Vocational Counseling	No. Pct	368 46.9	326 45.3	422 52.3	332 48.8	1448 48.4
None, School Should be Academic	No. Pct	20 2.6	23 3.2	7 0.9	7 1.0	57 1.9
Respondents	No.	784	720	807	681	2992
Nonrespondents	No.	41	22	19	26	108

[a] Based on responses to question 14 in form A of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-17 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"The high school curriculum should be more directly related to specific jobs."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	20	23	24	28	95
	Pct	2.7	3.4	3.2	4.3	3.4
Most of Them	No.	120	117	112	114	463
	Pct	16.3	17.3	15.0	17.4	16.5
About Half of Them	No.	290	237	309	253	1089
	Pct	39.5	35.1	41.4	38.6	38.7
Only a Few of Them	No.	242	264	249	230	985
	Pct	33.0	39.1	33.3	35.1	35.0
None of Them	No.	62	34	53	31	180
	Pct	8.4	5.0	7.1	4.7	6.4
Respondents	No.	734	675	747	656	2812
Nonrespondents	No.	91	67	79	51	288

[a] Based on responses to question 62a in form A of the student questionnaire.

TABLE C-18 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"Every student should try to go to college.
If he can't make it there he can always get an ordinary job."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	76	64	57	51	248
	Pct	10.2	9.3	7.4	7.6	8.6
Most of Them	No.	305	308	331	270	1214
	Pct	40.9	44.9	42.9	40.2	42.2
About Half of Them	No.	232	187	260	224	903
	Pct	31.1	27.3	33.7	33.3	31.4
Only a Few of Them	No.	114	115	106	109	444
	Pct	15.3	16.8	13.7	16.2	15.4
None of Them	No.	19	12	17	18	66
	Pct	2.5	1.7	2.2	2.7	2.3
Respondents	No.	746	686	771	672	2875
Nonrespondents	No.	79	56	55	35	225

[a] Based on responses to question 62b in form A of the student questionnaire.

TABLE C-19 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"There should be more emphasis on vocational and technical courses and less on college preparation."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	20	21	11	19	71
	Pct	2.7	3.1	1.4	2.9	2.5
Most of Them	No.	73	77	75	74	299
	Pct	9.9	11.3	9.9	11.3	10.5
About Half of Them	No.	267	240	275	225	1007
	Pct	36.3	35.2	36.1	34.3	35.5
Only a Few of Them	No.	329	306	341	297	1273
	Pct	44.7	44.9	44.8	45.3	44.9
None of Them	No.	47	38	59	41	185
	Pct	6.4	5.6	7.8	6.2	6.5
Respondents	No.	736	682	761	656	2835
Nonrespondents	No.	89	60	65	51	265

[a] Based on responses to question 62c of the form A student questionnaire.

TABLE C-20 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"Courses like welding and wood working have no place in today's high school."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	5	10	6	6	27
	Pct	0.7	1.4	0.8	0.9	1.0
Most of Them	No.	36	40	26	28	130
	Pct	4.9	5.8	3.4	4.3	4.6
About Half of Them	No.	71	74	77	56	278
	Pct	9.6	10.7	10.2	8.5	9.8
Only a Few of Them	No.	337	271	308	270	1186
	Pct	45.4	39.3	40.8	41.2	41.7
None of Them	No.	293	295	337	296	1221
	Pct	39.5	42.8	44.7	45.1	43.0
Respondents	No.	742	690	754	656	2842
Nonrespondents	Pct	83	52	72	51	258

[a] Based on responses to question 62d in form A of the student questionnaire.

TABLE C-21 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"In modern society the skilled craftsman is as important as the scientist or the professional."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	82	85	76	59	302
	Pct	11.2	12.5	10.2	9.2	10.8
Most of Them	No.	277	243	226	201	947
	Pct	37.8	35.6	30.3	31.2	33.8
About Half of Them	No.	211	216	253	227	907
	Pct	28.8	31.7	33.9	35.2	32.3
Only a Few of Them	No.	129	122	160	129	540
	Pct	17.6	17.9	21.4	20.0	19.3
None of Them	No.	33	16	31	28	108
	Pct	4.5	2.3	4.2	4.3	3.9
Respondents	No.	732	682	746	644	2804
Nonrespondents	No.	93	60	80	63	296

[a] Based on responses to question 62e in form A of the student questionnaire.

TABLE C-22 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"Students enrolled in vocational or technical courses generally don't have the ability to master college preparatory courses."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	18	23	14	15	70
	Pct	2.5	3.4	1.9	2.3	2.5
Most of Them	No.	159	159	128	109	555
	Pct	22.2	23.5	17.2	17.0	20.0
About Half of Them	No.	242	222	235	171	870
	Pct	33.8	32.8	31.6	26.7	31.3
Only a Few of Them	No.	229	206	256	241	932
	Pct	32.0	30.4	34.5	37.6	33.6
None of Them	No.	68	67	110	105	350
	Pct	9.5	9.9	14.8	16.4	12.6
Respondents	No.	716	677	743	641	2777
Nonrespondents	No.	109	65	83	66	323

[a] Based on responses to question 62f in form A of the student questionnaire.

TABLE C-23 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"Shop courses are good preparation for the kind of work many students will be doing."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	67	94	74	65	300
	Pct	9.2	13.8	10.0	10.1	10.7
Most of Them	No.	285	255	280	237	1057
	Pct	38.9	37.4	37.7	36.9	37.8
About Half of Them	No.	223	205	223	175	826
	Pct	30.5	30.1	30.0	27.2	29.5
Only a Few of Them	No.	137	110	147	151	545
	Pct	18.7	16.2	19.8	23.5	19.5
None of Them	No.	20	17	19	15	71
	Pct	2.7	2.5	2.6	2.3	2.5
Respondents	No.	732	681	743	643	2799
Nonrespondents	No.	93	61	83	64	301

[a] Based on responses to question 62g in form A of the student questionnaire.

TABLE C-24 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"Business courses like typing and shorthand are as important for girls as are college preparatory courses."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	81	96	151	114	442
	Pct	11.2	14.3	19.9	17.5	15.8
Most of Them	No.	353	322	373	311	1359
	Pct	48.9	47.9	49.3	47.6	48.5
About Half of Them	No.	218	188	174	183	763
	Pct	30.2	28.0	23.0	28.0	27.2
Only a Few of Them	No.	56	60	54	43	213
	Pct	7.8	8.9	7.1	6.6	7.6
None of Them	No.	14	6	5	2	27
	Pct	1.9	0.9	0.7	0.3	1.0
Respondents	No.	722	672	757	653	2804
Nonrespondents	No.	103	70	69	54	296

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[a] Based on responses to question 62h in form A of the student questionnaire.

TABLE C-25 - PERCEIVED ATTITUDES OF OTHER STUDENTS TOWARD HIGH SCHOOL CURRICULUM, BY SEX AND GRADE[a]

"High school should do more to provide students with skills useful in jobs and should not worry so much about college preparation."

Proportion of Students		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All of Them	No.	35	32	22	23	112
	Pct	4.8	4.8	2.9	3.6	4.0
Most of Them	No.	90	73	92	73	328
	Pct	12.4	10.9	12.2	11.4	11.7
About Half of Them	No.	239	224	252	199	914
	Pct	32.9	33.3	33.5	31.0	32.7
Only a Few of Them	No.	288	284	310	283	1165
	Pct	39.6	42.3	41.2	44.1	41.7
None of Them	No.	75	59	76	64	274
	Pct	10.3	8.8	10.1	10.0	9.8
Respondents	No.	727	672	752	642	2793
Nonrespondents	No.	98	70	74	65	307

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[a] Based on responses to question 62i in form A of the student questionnaire.

TABLE C-26 - PROPORTION OF SCHOOL WORK IN WHICH STUDENTS ARE INTERESTED, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
All	No.	81	71	133	133	418
	Pct	9.9	9.6	16.2	18.9	13.6
Most	No.	439	400	493	438	1770
	Pct	53.5	54.1	59.9	62.4	57.4
Some	No.	237	209	166	104	716
	Pct	28.9	28.3	20.2	14.8	23.2
Little	No.	56	54	30	24	164
	Pct	6.8	7.3	3.6	3.4	5.3
None	No.	7	5	1	3	16
	Pct	0.9	0.7	0.1	0.4	0.5
Respondents	No.	820	739	823	702	3084
Nonrespondents	No.	5	3	3	5	16

[a] Based on responses to question 15 in form A of the student questionnaire.

TABLE C-27 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"I like school very much."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	298	256	397	355	1306
	Pct	36.3	34.7	48.4	50.4	42.4
Neither Agree Nor Disagree	No.	434	411	368	290	1503
	Pct	52.9	55.8	44.8	41.2	48.8
Disagree	No.	88	70	56	59	273
	Pct	10.7	9.5	6.8	8.4	8.9
Respondents	No.	820	737	821	704	3082
Nonrespondents	No.	5	5	5	3	18

[a] Based on responses to question 16a in form A of the student questionnaire.

TABLE C-28 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"Most of my teachers are very helpful."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	536	484	539	476	2035
	Pct	65.2	65.4	65.5	67.5	65.9
Neither Agree Nor Disagree	No.	232	202	230	173	837
	Pct	28.2	27.3	27.9	24.5	27.1
Disagree	No.	54	54	54	56	218
	Pct	6.6	7.3	6.6	7.9	7.1
Respondents	No.	822	740	823	705	3090
Nonrespondents	No.	3	2	3	2	10

[a] Based on responses to question 16b in form A of the student questionnaire.

TABLE C-29 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"I often find myself watching the clock
because my classes are so boring."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	263	236	252	184	935
	Pct	32.0	32.1	30.7	26.1	30.3
Neither Agree Nor Disagree	No.	359	329	377	329	1394
	Pct	43.7	44.7	45.9	46.7	45.2
Disagree	No.	200	171	193	192	756
	Pct	24.3	23.2	23.5	27.2	24.5
Respondents	No.	822	736	822	705	3085
Nonrespondents	Pct	3	6	4	2	15

[a] Based on responses to question 16c in form A of the student questionnaire.

TABLE C-30 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"Lunch time is the most enjoyable time of the day."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	200	161	188	119	668
	Pct	24.4	21.7	22.9	16.8	21.6
Neither Agree Nor Disagree	No.	351	317	341	268	1277
	Pct	42.8	42.8	41.5	37.9	41.3
Disagree	No.	270	263	293	320	1146
	Pct	32.9	35.5	35.6	45.3	37.1
Respondents	No.	821	741	822	707	3091
Nonrespondents	No.	4	1	4	0	9

[a] Based on responses to question 16d in form A of the student questionnaire.

TABLE C-31 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"School is difficult for me."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	157	115	140	88	500
	Pct	19.1	15.6	17.1	12.5	16.2
Neither Agree Nor Disagree	No.	346	319	360	261	1286
	Pct	42.2	43.2	43.8	37.1	41.7
Disagree	No.	317	304	321	355	1297
	Pct	38.7	41.2	39.1	50.4	42.1
Respondents	No.	820	738	821	704	3083
Nonrespondents	No.	5	4	5	3	17

[a] Based on responses to question 16e in form A of the student questionnaire.

TABLE C-32 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"My teachers are the most helpful to the very good students."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	161	155	144	117	577
	Pct	19.6	20.9	17.6	16.6	18.7
Neither Agree Nor Disagree	No.	313	297	316	263	1189
	Pct	38.1	40.1	38.6	37.4	38.6
Disagree	No.	347	288	359	323	1317
	Pct	42.3	38.9	43.8	45.9	42.7
Respondents	No.	821	740	819	703	3083
Nonrespondents	No.	4	2	7	4	17

[a] Based on responses to question 16f in form A of the student questionnaire.

TABLE C-33 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"The most important thing one gets out of
high school is the diploma."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	56	70	51	32	209
	Pct	6.8	9.5	6.2	4.6	6.8
Neither Agree Nor Disagree	No.	96	104	95	60	355
	Pct	11.7	14.1	11.6	8.5	11.5
Disagree	No.	667	564	675	610	2516
	Pct	81.4	76.4	82.2	86.9	81.7
Respondents	No.	819	738	821	702	3080
Nonrespondents	No.	6	4	5	5	20

[a] Based on responses to question 16g in form A of the student questionnaire.

TABLE C-34 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"In my free time I would rather read
than go to a movie."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	99	81	153	141	474
	Pct	12.1	11.0	18.7	20.1	15.4
Neither Agree Nor Disagree	No.	295	231	328	263	1117
	Pct	36.0	31.4	40.1	37.5	36.3
Disagree	No.	425	423	337	298	1483
	Pct	51.9	57.6	41.2	42.5	48.2
Respondents	No.	819	735	818	702	3074
Nonrespondents	No.	6	7	8	5	26

[a] Based on responses to question 16h in form A of the student questionnaire.

TABLE C-35 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"In the evening I often find myself watching TV instead of doing my homework."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	397	363	293	207	1260
	Pct	48.3	49.1	35.6	29.3	40.8
Neither Agree Nor Disagree	No.	230	186	246	199	861
	Pct	28.0	25.1	29.9	28.2	27.9
Disagree	No.	195	191	284	300	970
	Pct	23.7	25.8	34.5	42.5	31.4
Respondents	No.	822	740	823	706	3091
Nonrespondents	No.	3	2	3	1	9

[a] Based on responses to question 16i in form A of the student questionnaire.

TABLE C-36 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"Education is important in preparing for a job."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	781	711	787	677	2956
	Pct	94.9	96.0	95.6	95.8	95.5
Neither Agree Nor Disagree	No.	29	24	27	25	105
	Pct	3.5	3.2	3.3	3.5	3.4
Disagree	No.	13	6	9	5	33
	Pct	1.6	0.8	1.1	0.7	1.1
Respondents	No.	823	741	823	707	3094
Nonrespondents	No.	2	1	3	0	6

[a] Based on responses to question 16j in form A of the student questionnaire.

TABLE C-37 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"High school seems to be little more than 'serving time' until I can get out and go to work."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	102	80	82	66	330
	Pct	12.5	10.9	10.0	9.4	10.8
Neither Agree Nor Disagree	No.	173	156	178	124	631
	Pct	21.1	21.3	21.7	17.7	20.6
Disagree	No.	543	495	559	509	2106
	Pct	66.4	67.7	68.3	72.8	68.7
Respondents	No.	818	731	819	699	3067
Nonrespondents	No.	7	11	7	8	33

[a] Based on responses to question 16k in form A of the student questionnaire.

TABLE C-38 - ATTITUDE TOWARD SCHOOL, BY SEX AND GRADE[a]

"I appreciate the opportunity education gives
me to learn more and broaden myself."

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Agree	No.	578	550	664	587	2379
	Pct	70.1	74.4	80.6	83.3	76.9
Neither Agree Nor Disagree	No.	224	161	149	110	644
	Pct	27.2	21.8	18.1	15.6	20.8
Disagree	No.	22	28	11	8	69
	Pct	2.7	3.8	1.3	1.1	2.2
Respondents	No.	824	739	824	705	3092
Nonrespondents	No.	1	3	2	2	8

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[a] Based on responses to question 16L in form A of the student questionnaire.

TABLE C-39 - GRADES ON LAST REPORT CARD BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
A's	No.	46	52	79	86	263
	Pct	5.7	7.1	9.7	12.3	8.6
A's and B's	No.	91	105	162	149	507
	Pct	11.2	14.3	20.0	21.4	16.6
B's	No.	105	98	143	133	479
	Pct	13.0	13.4	17.6	19.1	15.7
B's and C's	No.	201	181	174	173	729
	Pct	24.8	24.7	21.4	24.8	23.9
C's	No.	192	153	134	101	580
	Pct	23.7	20.9	16.5	14.5	19.0
C's and D's	No.	125	109	94	45	373
	Pct	15.5	14.9	11.6	6.5	12.2
D's	No.	31	25	19	8	83
	Pct	3.8	3.4	2.3	1.1	2.7
D's and F's	No.	18	9	7	2	36
	Pct	2.2	1.2	0.9	0.3	1.2
Respondents	No.	809	732	812	697	3050
Nonrespondents	No.	16	10	14	10	50

[a] Based on responses to question 17 in form A of the student questionnaire.

TABLE C-40 - PARTICIPATION IN ATHLETICS, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	149	168	211	224	752
	Pct	19.6	25.0	29.2	37.6	27.4
Not Very Active	No.	203	146	212	168	729
	Pct	26.7	21.8	29.4	28.2	26.5
Quite Active	No.	232	201✓	193	137	763
	Pct	30.6	30.0	26.7	23.0	27.8
Very Active	No.	175	156	106	66	503
	Pct	23.1	23.2	14.7	11.1	18.3
Respondents	No.	759	671	722	595	2747
Nonrespondents	No.	66	71	104	112	353

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[a] Based on responses in question 18a in form A of the student questionnaire.

TABLE C-41 - PARTICIPATION IN MUSIC, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	463	419	347	319	1548
	Pct	68.5	68.6	50.5	54.6	60.5
Not Very Active	No.	79	70	110	91	350
	Pct	11.7	11.5	16.0	15.6	13.7
Quite Active	No.	70	45	100	79	294
	Pct	10.4	7.4	14.6	13.5	11.5
Very Active	No.	64	77	130	95	366
	Pct	9.5	12.6	18.9	16.3	14.3
Respondents	No.	676	611	687	584	2558
Nonrespondents	No.	149	131	139	123	542

[a] Based on responses to question 18b in form A of the student questionnaire.

TABLE C-42 - PARTICIPATION IN DRAMATICS, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	564	497	468	421	1950
	Pct	87.3	83.5	70.7	74.1	78.9
Not Very Active	No.	49	47	83	77	256
	Pct	7.6	7.9	12.5	13.6	10.4
Quite Active	No.	20	30	68	42	160
	Pct	3.1	5.0	10.3	7.4	6.5
Very Active	No.	13	21	43	28	105
	Pct	2.0	3.5	6.5	4.9	4.2
Respondents	No.	646	595	662	568	2471
Nonrespondents	No.	179	147	164	139	629

[a] Based on responses to question 18c in form A of the student questionnaire.

TABLE C-43 - PARTICIPATION IN DEBATE, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participation	No.	583	526	579	491	2179
	Pct	90.4	88.7	91.2	89.9	90.1
Not Very Active	No.	35	33	24	35	127
	Pct	5.4	5.6	3.8	6.4	5.3
Quite Active	No.	11	13	15	6	45
	Pct	1.7	2.2	2.4	1.1	1.9
Very Active	No.	16	21	17	14	68
	Pct	2.5	3.5	2.7	2.6	2.8
Respondents	No.	645	593	635	546	2419
Nonrespondents	No.	180	149	191	161	681

[a] Based on responses to question 18d in form A of the student questionnaire.

TABLE C-44 - PARTICIPATION IN SCHOOL PAPER OR ANNUAL, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	563	500	523	433	2019
	Pct	87.6	84.6	79.1	76.9	82.1
Not Very Active	No.	35	38	39	28	140
	Pct	5.4	6.4	5.9	5.0	5.7
Quite Active	No.	15	21	49	43	128
	Pct	2.3	3.6	7.4	7.6	5.2
Very Active	No.	30	32	50	59	171
	Pct	4.7	5.4	7.6	10.5	7.0
Respondents	No.	643	591	661	563	2458
Nonrespondents	No.	182	151	165	144	642

[a] Based on responses to question 18c in form A of the student questionnaire.

TABLE C-45 - PARTICIPATION IN STUDENT GOVERNMENT, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	396	302	362	257	1317
	Pct	60.3	49.6	56.2	44.5	52.9
Not Very Active	No.	162	153	154	174	643
	Pct	24.7	25.1	23.9	30.1	25.8
Quite Active	No.	80	96	100	95	371
	Pct	12.2	15.8	15.5	16.4	14.9
Very Active	No.	19	58	28	52	157
	Pct	2.9	9.5	4.3	9.0	6.3
Respondents	No.	657	609	644	578	2488
Nonrespondents	No.	168	133	182	129	612

[a] Based on responses to question 18f in form A of the student questionnaire.

TABLE C-46 - PARTICIPATION IN FFA OR FHA, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	569	534	544	476	2123
	Pct	91.3	93.2	91.0	93.3	92.1
Not Very Active	No.	25	18	33	20	96
	Pct	4.0	3.1	5.5	3.9	4.2
Quite Active	No.	14	14	14	7	49
	Pct	2.2	2.4	2.3	1.4	2.1
Very Active	No.	15	7	7	7	36
	Pct	2.4	1.2	1.2	1.4	1.6
Respondents	No.	623	573	598	510	2304
Nonrespondents	No.	202	169	228	197	796

[a] Based on responses to question 18g in form A of the student questionnaire.

TABLE C-47 - PARTICIPATION IN HOBBY CLUBS, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	464	421	442	381	1708
	Pct	72.6	72.1	72.6	71.8	72.3
Not Very Active	No.	91	79	84	69	323
	Pct	14.2	13.5	13.8	13.0	13.7
Quite Active	No.	53	58	55	53	219
	Pct	8.3	9.9	9.0	10.0	9.3
Very Active	No.	31	26	28	28	113
	Pct	4.9	4.5	4.6	5.3	4.8
Respondents	No.	639	584	609	531	2363
Nonrespondents	No.	186	158	217	176	737

[a] Based on responses to question 18h in form A of the student questionnaire.

TABLE C-48 - PARTICIPATION IN PEP CLUB OR PEP RALLIES, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	247	232	105	95	679
	Pct	37.4	38.3	14.4	15.5	26.0
Not Very Active	No.	177	192	160	163	692
	Pct	26.8	31.7	22.0	26.5	26.5
Quite Active	No.	161	121	214	176	672
	Pct	24.4	20.0	29.4	28.7	25.8
Very Active	No.	75	61	248	180	564
	Pct	11.4	10.1	34.1	29.3	21.6
Respondents	No.	660	606	727	614	2607
Nonrespondents	No.	165	136	99	93	493

[a] Based on responses to question 18i in form A of the student questionnaire.

TABLE C-49 - PARTICIPATION IN CHURCH YOUTH GROUPS, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	321	284	181	169	955
	Pct	47.5	47.0	25.9	28.4	37.1
Not Very Active	No.	148	140	163	139	590
	Pct	21.9	23.2	23.4	23.3	22.9
Quite Active	No.	112	92	157	122	483
	Pct	16.6	15.2	22.5	20.5	18.8
Very Active	No.	95	88	197	166	546
	Pct	14.1	14.6	28.2	27.9	21.2
Respondents	No.	676	604	698	596	2574
Nonrespondents	No.	149	138	128	111	526

[a] Based on responses to question 18j in form A of the student questionnaire.

TABLE C 50 - PARTICIPATION IN HI-Y OR TRI-HI-Y, BY SEX AND GRADE[a]

Responses		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Do Not Participate	No.	528	487	463	395	1873
	Pct	89.3	88.1	80.9	79.5	84.6
Not Very Active	No.	22	26	19	12	79
	Pct	3.7	4.7	3.3	2.4	3.6
Quite Active	No.	21	21	30	29	101
	Pct	3.6	3.8	5.2	5.8	4.6
Very Active	No.	20	19	60	61	160
	Pct	3.4	3.4	10.5	12.3	7.2
Respondents	No.	591	553	572	497	2213
Nonrespondents	No.	234	189	254	210	887

[a] Based on responses to question 18k in form A of the student questionnaire.

TABLE C-51 - ADDITIONAL ACTIVITIES IN WHICH STUDENTS WOULD LIKE TO PARTICIPATE, BY SEX AND GRADE[a]

Activities		Junior Boys	Senior Boys	Junior Girls	Senior Girls	Total
Music	No.	77	83	150	159	469
	Pct	10.2	12.4	19.1	23.8	16.3
Athletics	No.	188	191	88	109	576
	Pct	24.9	28.5	11.2	16.3	20.0
Dramatics	No.	73	71	222	156	522
	Pct	9.7	10.6	28.3	23.4	18.1
Debate	No.	83	84	106	74	347
	Pct	11.0	12.5	13.5	11.1	12.1
School Paper or Annual	No.	176	125	304	203	808
	Pct	23.3	18.7	38.7	30.4	28.1
Student Government	No.	205	174	218	173	770
	Pct	27.2	26.0	27.8	25.9	26.8
Church Youth Groups	No.	44	33	81	75	233
	Pct	5.8	4.9	10.3	11.2	8.1
Hi-Y or Tri-Hi-Y	No.	38	30	73	50	191
	Pct	5.0	4.5	9.3	7.5	6.6
FFA or FHA	No.	16	16	27	19	78
	Pct	2.1	2.4	3.4	2.8	2.7
Hobby Club	No.	124	61	91	80	356
	Pct	16.4	9.1	11.6	12.0	12.4
Pep Rallies or Pep Club	No.	41	25	111	68	245
	Pct	5.4	3.7	14.1	10.2	8.5
None of These	No.	191	188	112	114	605
	Pct	25.3	28.1	14.3	17.1	21.0
Respondents	No.	754	670	785	668	2877
Nonrespondents	No.	71	72	41	39	223

[a] Based on responses to question 20 in form A of the student questionnaire. Percentages total to more than 100 because more than one response could be marked by the respondent.

TABLE C-52 - PERCENT OF RESPONDENTS ASPIRING TO ENTER EACH OCCUPATION, BY SCHOOL[a]

Occupation	Schools											
	A	B	C	D	E	F	G	H	I	J	K	L
Professional, Technical	70.0	60.4	62.0	59.1	60.9	52.6	64.9	50.0	48.9	65.6	61.8	64.7
Farmers and Farm Managers	0.9	0.3	1.5	0.6	0.4	3.2	4.3	0.0	0.0	6.2	0.0	0.0
Managers, Officials and Proprietors	10.1	4.5	4.5	4.6	6.8	7.4	1.1	6.1	4.3	6.2	0.0	5.9
Clerical	4.3	8.7	8.3	12.4	10.7	8.4	10.6	15.2	17.0	3.1	8.8	8.8
Sales Workers	3.2	2.2	2.3	2.5	2.8	0.0	4.3	0.0	2.1	3.1	0.0	0.0
Craftsmen	2.1	9.8	8.9	7.4	5.0	15.8	5.3	10.6	14.9	3.1	17.6	8.8
Operatives	0.0	1.5	0.6	1.2	1.1	0.0	0.0	0.0	0.0	0.0	2.9	0.0
Private Household[b]	1.4	1.9	1.1	2.2	0.4	1.1	3.2	1.5	0.0	3.1	0.0	2.9
Service Workers	7.9	10.1	10.2	9.3	11.0	9.5	5.3	15.2	10.6	6.2	8.8	5.9
Farm Laborers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9
Laborers, except Farm and Mine	0.1	0.5	0.6	0.6	1.1	2.1	1.1	1.5	2.1	3.1	0.0	0.0
Number of Respondents	774	584	471	323	281	95	94	66	47	32	34	34
Number of Nonrespondents	49	66	57	28	31	7	8	6	2	7	4	0

[a] Based on responses to question 28 in form A of the student questionnaire.

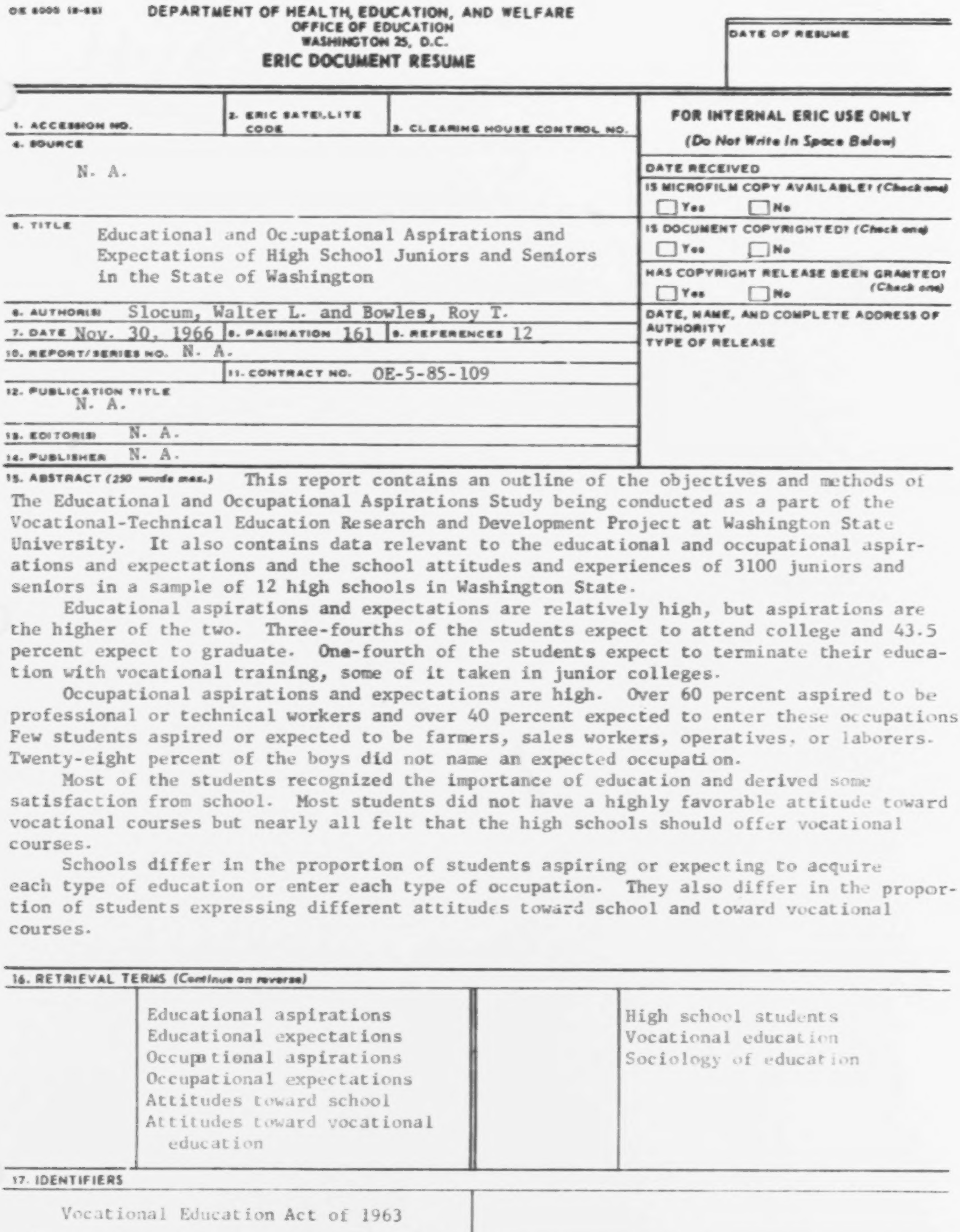
[b] Includes "housewives."

TABLE C-53 - PERCENT OF RESPONDENTS EXPECTING TO ENTER EACH OCCUPATION, BY SCHOOL[a]

Occupation	Schools											
	A	B	C	D	E	F	G	H	I	J	K	I
Professional, Technical	47.5	43.7	42.6	43.8	41.7	32.9	41.3	34.4	18.6	42.9	35.7	38.7
Farmers and Farm Managers	0.4	0.4	1.2	0.7	0.8	2.6	3.3	1.6	0.0	0.0	0.0	3.2
Managers, Officials and Proprietors	9.9	4.5	3.2	2.5	4.8	0.0	2.2	1.6	2.3	3.6	0.0	3.2
Clerical	4.1	9.6	11.0	14.2	11.9	6.6	6.5	16.4	4.7	10.7	0.0	3.2
Sales Workers	3.2	0.9	1.5	1.8	1.6	2.6	2.2	0.0	2.3	0.0	0.0	0.0
Craftsmen	4.1	10.4	9.7	10.7	8.3	19.7	8.7	9.8	18.6	3.6	17.9	6.5
Operatives	0.1	1.5	0.7	1.4	2.0	3.9	2.2	4.9	2.3	0.0	7.1	0.0
Private Household[b]	26.7	19.5	19.5	19.9	20.2	22.4	31.5	18.0	39.5	32.1	21.4	32.3
Service Workers	3.8	7.9	8.2	2.8	7.9	7.9	1.1	9.8	7.0	0.0	7.1	9.7
Farm Laborers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2
Laborers, except Farm and Mine	0.1	1.5	2.2	2.1	0.8	1.3	1.1	3.3	4.7	7.1	10.7	0.0
Number of Respondents	686	529	401	281	252	76	92	61	43	28	28	31
Number of Nonrespondents	137	121	127	70	60	26	10	11	6	11	10	3

[a] Based on responses to question 37 in form A of the student questionnaire.

[b] Includes "housewives."



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15. ABSTRACT *(250 words max.)* This report contains an outline of the objectives and methods of The Educational and Occupational Aspirations Study being conducted as a part of the Vocational-Technical Education Research and Development Project at Washington State University. It also contains data relevant to the educational and occupational aspirations and expectations and the school attitudes and experiences of 3100 juniors and seniors in a sample of 12 high schools in Washington State.

Educational aspirations and expectations are relatively high, but aspirations are the higher of the two. Three-fourths of the students expect to attend college and 43.5 percent expect to graduate. One-fourth of the students expect to terminate their education with vocational training, some of it taken in junior colleges.

Occupational aspirations and expectations are high. Over 60 percent aspired to be professional or technical workers and over 40 percent expected to enter these occupations. Few students aspired or expected to be farmers, sales workers, operatives, or laborers. Twenty-eight percent of the boys did not name an expected occupation.

Most of the students recognized the importance of education and derived some satisfaction from school. Most students did not have a highly favorable attitude toward vocational courses but nearly all felt that the high schools should offer vocational courses.

Schools differ in the proportion of students aspiring or expecting to acquire each type of education or enter each type of occupation. They also differ in the proportion of students expressing different attitudes toward school and toward vocational courses.

16. RETRIEVAL TERMS *(Continue on reverse)*

	Educational aspirations Educational expectations Occupational aspirations Occupational expectations Attitudes toward school Attitudes toward vocational education		High school students Vocational education Sociology of education

17. IDENTIFIERS

Vocational Education Act of 1963

Figure 3. ERIC Document Resume